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ABSTRACT

Ideas for working with 1-year-old children are provided in this staff development module for the caregiver or teacher in a military child care center. Sections of the module describe what "pretoddlers" are like and provide guidelines for facilitating their physical, socioemotional, and language development. The final section discusses health and safety aspects of caring for a group of pretoddlers. After the discussion in each section, a set of multiple-choice skill-building exercises are offered. These exercises cite situations that have actually taken place with pretoddlers in child care centers, list alternate responses caregivers might choose, and give feedback on choices made. Preview and postview exercises are included for self-evaluation. (RH)

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Department of Defense

Caring For Pretoddlers

Staff Development Series

Military Child Care Project

April 1982

PS013115

ASSISTANT SECRETARY OF DEFENSE
MANPOWER, RESERVE AFFAIRS, AND LOGISTICS

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FOREWORD

This series of manuals for Child Care Givers on DoD Installations is issued under the authority of DoD Instruction 6060.1, "Training Manuals for Child Care Givers on DoD Installations," January 19, 1981. Its purpose is to provide child care givers with training materials that include the latest techniques and procedures for the safe care and guiding development of children entrusted to their care.

This series of manuals, DoD 6060.1-M-1 through DoD 6060.1-M-17, was developed under the auspices of the Department of Health and Human Services by the Department of Army, in cooperation with the Navy, Air Force, and Marine Corps.

The provisions of this series of manuals apply to the Office of the Secretary of Defense, the Military Departments, and the Defense Agencies (hereafter referred to as DoD Components) whose heads shall ensure that the manuals are distributed or otherwise made available to all child care givers on DoD installations and that these materials are used in regional and inter-Service workshops, seminars, and training sessions.

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INTRODUCTION

WELCOME to a staff development module written for the "caregiver" or "teacher" in a military child care center. Thoughts and ideas for working with one-year-old children will be shared with you in this module, *Caring For Pretoddlers*.

Pretoddlers are a special group. This group is an exclusive club made up of one to two year olds. These children range in age from 13 to 24 months. They cannot correctly be called babies. Pretoddlers are definitely beyond the babbling stage of infancy. On the other hand, they cannot rightly be called toddlers, either. Some children do not learn to walk until well after their first birthday. In addition, the *pre*toddler is not only *pre*-walking, but he is also *pre*-talking, *pre*-feeding, *pre*-dressing and *pre*-toileting during the better part of this year of life.

Self-paced instruction has been used in this module so you can work on your own and at your own speed. As you begin the module we have included a preview of a few situations with choices of ways to handle them that you may try. Read the situation, think about the solutions, then circle the best answer. You may wish to compare your answers with ours on page 146. Since you are just beginning, work slowly. Remember it is the purpose of the module to allow you to practice making some decisions about your actions in working with one year olds. We recognize that your experiences with pretoddlers will be unique. However, actions that have worked for other caregivers may give you some ideas for handling situations that you may come to in the future.

The preview is followed by several sections of short discussions about caring for pretoddlers. In each section, situations that really have taken place with pretoddlers in child care centers are described. We provide you with choices of ways to handle each situation. Then, when you turn the page, you will find why we think one answer is better than the others. We recognize that often the right answer is easier to choose when a caregiver has the chance to view the *real* situation with the *real* child. Our hope in presenting these study samples is that you have time to think - before some of these problems occur on the job in the child care center.

While the situations cannot cover *all* experiences you might have with pretoddlers, the more common

or difficult are presented for you to study. It should be noted that solutions presented are not the only possible answers. There are perhaps as many "correct" choices as there are caregivers. This module is a learning tool. It will help you increase your knowledge and understanding of pre-toddlers. It also will encourage you to think about working with them, and get you to consider the effects of your actions.

At the end of the module you will find another set of situations and ways to handle them. It will be interesting and exciting for you to check yourself on what you have learned by comparing the answers you select on the PREVIEW before you read the module with the ones you choose in the POSTVIEW at the end of the module.

This module, *Caring For Pretoddlers*, will tell you what pretoddlers are like and how you can provide for their needs.

Pretoddlers *are* growing in all directions at once.

SO

Pretoddlers *need* NUTRITIONALLY HEALTHY food to support this growth.

Pretoddlers *are* looking for guidance.

SO

Pretoddlers *need* to feel SECURE with the adults around them.

Pretoddlers *are* learning to name things in their world.

SO

Pretoddlers *need* FREEDOM to explore.

Pretoddlers *are* beginning to discover other people and things.

SO

Pretoddlers *need* a STRUCTURE they can count on.

Pretoddlers *are* emotional.

SO

Pretoddlers *need* COMPASSIONATE understanding.

Pretoddlers *are* developing according to their own timetable.

SO

Pretoddlers *need* activities that recognize DEVELOPMENTAL DIFFERENCES.

Pretoddlers *are* learning to put their thoughts into simple words.

SO

Pretoddlers *need* to be CHALLENGED so they can move ahead.

Here are the situations with choices of possible ways to handle them which we promised you. Think about each situation and then circle what you believe to be the best way to handle the situation. When you have finished, you may want to compare your answers with ours (see page 146). By doing this, you will have some idea of what you will learn in this module about caring for pretoddlers.

WHAT WOULD YOU DO IF . . .

1. J. R. is a year-and-a-half. He is very adventurous for his age. Nothing seems to scare him. In this instance, you are outside and he has disappeared. Suddenly you discover him by himself in the play yard next to yours. He is all the way to the top of the slide used by the older children. You hurry over to him and say:

   A. "J. R., you need to come down from there right now! You could fall and hurt yourself." Then lift him down.

   B. "J. R., I think you better come down. Be careful now. Watch your step or you'll fall." Stay there to help.

   C. "J. R., you are sure up high. Show me how well you can climb down from there." Stay there to help.

2. Thirteen-month-old Kevin loves to play with his spoon at mealtime, banging it loudly on his high chair tray. He turns dishes upside down smearing food all over the tray as he eats with his hands. Often dishes and cups end up on the floor. How can you help Kevin most?

   A. Say, "Kevin, keep the food in your bowl. Use your spoon instead of your hands for eating." Then show Kevin how.

   B. Let Kevin use the spoon in his own way. Keep non-tip cups and bowls from crowding the tray. Serve some finger foods.

   C. Take all dishes and spoons from Kevin. Feed him yourself until he is old enough to feed himself.

3. Which of the following activities will help the young pretoddler learn most about herself and other people?

   A. Swinging on the swings.

   B. Watching children's programs on television.

   C. Playing "Peek-a-boo."

4. At 15 months of age, Ray Jim is very active. After napping it is very hard to get him to sit still while you are dressing him. He wants to run from you or will fuss if you keep him from wandering off. What would be the best way to handle this situation?

   A. Let Ray Jim help you get his clothes on. This will keep him busy so he will not be in such a hurry to get away.

   B. Offer Ray Jim a toy to play with or something to munch on while you are getting him dressed. Stay with the job, getting him dressed quickly.

   C. Tell Ray Jim you cannot get him dressed unless he stands still. Dress him in his crib if he gets too frisky.

5. Betsy is a strong-willed child of 22 months. She tries very hard to get you to do whatever she wants. All the children are in their cribs for a nap. As you cover Betsy, she pulls off her blanket. You cover her again and she fusses louder, kicking off the blanket and tossing it on the floor. What should you do next?

   A. Say, "Betsy, look what you've done. Now the blanket is all dirty." Then cover her with a clean one. Insist she keep it on.

   B. Pick up the blanket. Put it over Betsy again saying, "Betsy, keep the blanket on you." Stay with Betsy until she falls asleep.

   C. Do not say another word to Betsy about the blanket. Let the blanket stay on the floor. You can pick it up after nap time.

6. Pretoddlers learn language best when they are encouraged to:

   A. Look at things and listen to sounds around them.

   B. Identify animal pictures and recognize their ABC's.

   C. Point or nod to tell you what they want.

7. Eddie is almost two years old. His parents said he uses the toilet at home. They want you to encourage Eddie to use the one at the center. However, each time you try, Eddie refuses to go. You say:

   A. "Eddie, you use the toilet at home. I know you can use it here, too. I will stay with you until you do."

   B. "Eddie, I'll help you on the toilet, then leave you alone. You can call me when you are done."

   C. "Eddie, you don't have to use the toilet here unless you want to. I know it's not quite the same as at home."

8. Clara is 20 months. She has been saying simple words for several months now to tell you what she wants or what she sees. Today she points to a big, red ball on the top of the toy shelf. What should you do?

   A. Pretend you do not know what it is she is pointing to. Keep pretending you do not understand until she says "Ball."

   B. Say, "Clara, I don't know what you want. Tell me what it is." If Clara continues to point, then say, "Do you want the red ball?"

   C. Say, "Clara, you would like to play with the big, red ball. Here, let me get the red ball for you."

9. Cindy, just 13 months, has been coming to the center for about four weeks. You and she have become good friends. You have a doctor's appointment so you must leave the center early today. As you go to get your coat, Cindy crawls after you, crying and pulling herself up on your leg. How should you handle this situation?

   A. Reassure Cindy that you will not be gone forever. Return her to the substitute caregiver with a hug and a wave, "Bye-bye."

   B. Take Cindy with you to the lobby. Call your doctor's office and explain the situation. Tell the receptionist you may be late.

   C. Take Cindy back to the group. Get her busy with some toys. When she is not looking, quietly and quickly slip out the door.

10. One-year-old Ruby is crying in her sleep. You are concerned she may be having a bad dream or perhaps has wet her pants. You should:

   A. Let Ruby be. Do not bother her at this time.

   B. Wake Ruby so you can hold her or change her diaper.

   C. Wake Ruby and move her to another crib where it is more quiet.

11. It is almost time for nap. Malcolm has his blanket and has settled into a corner of the room. You see that he has his thumb in his mouth. What should you do?

   A. Say, "Malcolm, take your thumb out of your mouth. Only babies suck their thumbs."

   B. Say, "Malcolm, let's see how long you can keep from sucking your thumb. I'll bet you don't need that old thumb."

   C. Ignore Malcolm's thumbsucking completely. Do not say anything to him about his thumb as he gets ready for bed.

12. Fifteen-month-old Silook has been walking by holding on to things or someone's hand since he was 12 months old. You know he could walk by himself if he really tried. What should you do?

    A. The next time Silook is walking, let him walk by holding on. Be nearby to give him a hand should he want your help.

    B. The next time Silook is walking, stand with your arms reaching out to him. Coax him to walk over to you.

    C. The next time Silook is walking, carry him to the center of the room. Then back away so he can walk by himself.

13. John is 21 months. Yesterday he bit two children, resulting in some very unhappy children *and* parents. How should you handle John if he bites again?

    A. Move John away from the other children. Stay with him for a while until he forgets about biting.

    B. Take John to the director's office. Ask his parents to make other child care arrangements until John stops biting.

    C. Say, "No, no, John." Then give your attention to the child who was bitten. Ignore John, leaving him by himself.

14. Twenty-one-month-old Allison is off in a corner. You walk over to find her playing in a puddle of urine on the floor. What should you do? Say:

    A. "Allison, go with Tom (another caregiver) so you can wash your hands." Clean up the puddle right away.

    B. "Allison, leave your potty alone. People do not play in their potty." Then clean up the puddle.

    C. "Allison, let's not play in the potty. Go wash your hands, then you can help me clean-up."

15. Which of the following statements is most true about pretoddlers' language development?

    A. At one year of age, the pretoddler can understand about 50-75 words.

    B. By two years of age, the pretoddler should be able to understand over 250 words.

    C. At 18 months, the pretoddler is able to understand and use 50-100 words.

16. You have a small group of one year olds listening to your flannel board story. Dale, 21 months, gets up and goes to play with the blocks. What do you do?

    A. Say, "Dale, we are almost done. Come sit down with us for just a few more minutes."

    B. Let Dale go play. Do not stop your flannel board story to say anything to Dale.

    C. Say, "I can see that some boys and girls are getting tired. Let's all go play."

17. Marie is 22 months old. She talks well for her age and seems to understand everything you say to her. She sees you busy filling out an accident report form and insists she can do that, too. You give her a piece of paper and a crayon and invite her to sit next to you. She wiggles into a chair and asks again if she can write on your paper. You explain that she cannot because it is something that only you can do. Then Marie pushes you and says, "Go way." What should you do?

    A. Say, "Marie, if you cannot be nice to me, then you'll have to leave the table."

    B. Leave the table, taking Marie with you. Take her to another care-giver so you can go back to your work.

    C. Pick up your paper and pen and go to another place in the room. Let Marie stay at the table.

18. You are in the reading corner looking at a book with Lonnie. Richard, age 15 months, comes over and tries to push Lonnie out of your lap. Lonnie starts to cry. What should you do?

    A. Say, "Richard, Lonnie didn't do anything to you. You go back over there and play."

    B. Put an arm around each child, holding them on your lap. Continue to look at the book with both boys.

    C. Take Richard back to where he came from. Tell him he can have a turn later. Then return to Lonnie to comfort him.

19. Hans is 22 months. He has learned to use a spoon quite well. As a result he does a good job feeding himself. Today he proudly hands you his dishes and says, "Ah gone." But you see that he has left some food in his bowl. What should you say to Hans?

    A. "Hans, you ate a very good lunch today. You must be full."

    B. "Hans, eat this little bit, then it will be all gone."

    C. "Hans, you sure did eat your lunch all gone."

20. Sixteen-month-old Sally Jo is at the age where she always says "No." At lunchtime she has started to push things off her high chair. She says, "No, no!" loudly and tries to get out of her high chair. This is making for quite a clean-up job for you. It is wasting food, too. How should you handle Sally Jo the next time this happens?

    A. Say, "Okay, Sally Jo. I guess you're not hungry. Since you do not want to eat, I will take the dish away." Then lift Sally Jo out of her high chair.

    B. Do not say a word to Sally Jo. Very calmly clean the floor and take away the dishes. Get Sally Jo out of her high chair, wash her hands and face, and put her down for a nap.

    C. Say, "No, no Sally Jo. You are naughty. You must learn that food does not go on the floor." Then put the dish back on her tray. Keep doing this until she learns what you mean.

THEY LEARN SKILLS THAT WIDEN THEIR WORLD

Pretoddlers Are Rapidly Changing

The big day has arrived. Twelve months have gone by and everyone is excited. A cake with a flickering candle, bright-colored balloons, and pretty presents topped with shiny bows mark the event. Today is baby's first birthday! The child is no longer an infant. He now is a *pretoddler* able to shove cake into his eager mouth, squeeze balloons, and tear wrappings off gifts to celebrate the occasion. The next 12 months will take the pretoddler from his thirteeth month to the end of the twenty-fourth month and birthday number two. This journey will be a *year of awakening* for the one year old.

They Are Learning To Talk

The pretoddler's mind grows fast during this year. With this amazing rate of growth she will startle the world with her first spoken word. *Learning to talk* is one of the great achievements in life. The world suddenly takes on new meaning.

They Are Learning To Walk

As the mind charges forward learning new words, this year sees a slowing down of physical growth. When compared to the added inches and pounds that the infant gained each month, such growth will not be as great for the one year old. However, one physical achievement stands out from all the others. If the one year old did not take his first step alone before his birthday, he will surely *learn to walk* by himself in the next few months. This newfound ability to move about while standing up will be practiced over and over until he learns to run - pitter-patter - around the room. The legs strengthen, making climbing easier. While the hands once were busy with crawling, they now are free - free to get into all the wonderful, thrilling things life has to offer.

Their Growth Is Uneven

The one year old's development as a human being will be irregular. That is, it will not follow any set schedule or timetable. The pretoddler may walk slowly without help one day, only to go back to crawling or hanging on to things the next. She will spend a lot of time listening and watching. She will be getting used to the fact that there are other people and things in the world besides her and her main caregivers. She will not know that things can and do exist even when she cannot see them. Days are now longer. She sleeps less and plays more.

Play Is Self-Centered

This year is a time for discovery. The pretoddler repeatedly will open and close cupboard doors, take off and put on lids to containers, and pull things apart. He will drop, pick up and drop objects again and again. He will move about spouting a lot of *jibber-jabber* others cannot understand. Play will be very self-centered. Most of the time the pretoddler will pay no attention to what else goes on around him.

Other People's Feelings Are Not Too Important

The one year old may see people as objects. He seldom sees other people as being like himself. *People objects* often have no thoughts or feelings. They are no different from other non-living things in the world. But as the child grows he will learn that people *are* special. They hold and hug him. They change him when he is wet. They feed him when he is hungry.

Independence Creates Some New Feelings

The pretoddler discovers he is able to get along without being next to his main caregivers all the time. This free life-style also will bring on all sorts of problems he had not planned on. He will find it difficult to choose between the people and the non-living objects he loves so much. He will start to have feelings of anger and jealousy. This causes him to dislike his world at times. He will start to have negative feelings. "No, no" may be heard often by the older pretoddler. You even may get a gentle push from time to time. That is the cue that he wants to do it himself.

It's Hard When They Can't Have Their Way

She also will learn that she always cannot control the people around her. Life outside of herself is just too big to shove around. No matter how hard she tries, some things *just won't* go away. She slowly learns that sometimes there is a difference between what *she* wants and what *others* want. As a result, *temper tantrums* are especially common during the pretoddler age.

By The End Of Year One They're Off And Running

Generally, the second 12 months see the one year old learn to walk and talk. The pretoddler learns to feed himself, to climb and to enjoy people. He learns that his first attempts at becoming independent always are not greeted with glee by others. He discovers happy feelings and sad feelings. Yet despite the ups and downs of this year, one thing is clear to everyone else. The one year old has decided to attack life head-on. He believes the world is his and his alone to conquer.

BELIEVE IT OR NOT

Below are some statements that you may have heard and perhaps agree with yourself. You may have overheard parents of children in the center discuss some of these ideas. However, what seems to be "common sense" may or may not, in fact, be true. Think about each sentence and put an X in the first column if you agree with it. Put an X in column two if you disagree. Then turn the page and compare your ideas with ours.

	Agree	Disagree
1. Children who do not walk alone by 16 months of age probably have some sort of physical handicap.	___	___
2. Pretoddlers should not be expected to use the toilet or potty chair by the time they are two.	___	___
3. Since pretoddlers do not understand many words, it is helpful to talk a kind of "babytalk" that will let them know you understand them.	___	___
4. Children who are not using quite a few words by the time they are 13 months need special help.	___	___
5. Thumbsucking deforms the mouth. Adults should find a way to stop it when it begins.	___	___
6. Even though adults know which foods are needed by one year olds for healthy growth, pretoddlers should not be expected to eat everything put in front of them.	___	___
7. Keep a child's hands and face clean at all times. This is particularly important for pretoddlers who pick up germs from putting things in their mouths.	___	___
8. From time to time it is all right to give in to a child's temper tantrums.	___	___
9. Pretoddlers should not be asked to share with others their own age.	___	___
10. Although one year olds have very little patience, group activities are recommended for children of this age.	___	___

OUR IDEAS

1. *We disagree* Some pretoddlers do not walk by themselves at 16 months. This could be for reasons other than a physical problem. Perhaps they are a bit more timid than most children their age. When physical development in other areas is going along just fine, then give children time. Soon they will walk by themselves.

2. *We agree* Many children do not learn bowel and bladder control until long after they turn two. Remember, each child's rate of physical development is different.

3. *We disagree* "Babytalk" is never helpful to any child. It only confuses the pretoddler, making correct speech harder to learn.

4. *We disagree* People *talk* in ways besides speaking. Some children learn to speak much later than others. Perhaps they have been able to express their needs or wants simply by pointing or nodding.

5. *We disagree* Thumbsucking very rarely deforms the mouth, and then most often in much older children. Pretoddlers find thumbsucking to be a source of comfort. While there are things you can do to reduce the time children spend sucking their thumbs, this habit usually will disappear if very little fuss is made about it.

6. *We agree* Pretoddlers experience a definite slow down in body growth during their second year of life. They also begin to have likes and dislikes in food at this age. Therefore, do not expect one year olds to eat everything you serve.

7. *We disagree* It is not very practical to try to keep pretoddlers' hands and faces clean at all times. They should be washed before and after eating and certainly after toileting. To be ever on guard with the washcloth is not only impractical, but it can give the children a very unhealthy attitude about their play. They may be afraid to ever play with anything.

8. *We disagree* Never give in to a child's temper tantrum. This only will encourage such behavior in the future. Be firm, yet fair.

9. *We agree* One year olds simply are not able to share with others. This kind of social development will take much longer for them to learn.

10. *We agree* Simple, short group activities are good training for pre-toddlers. While very little time is actually spent having group time with one year olds, some is necessary if they are to learn to play with other children in years to come.

HOW CAN YOU HELP PRETODDLERS WITH PHYSICAL CHANGES?

GIVE THEM ALL THE ROOM THAT THEY NEED

Let Them Walk When They Are Ready

Without a doubt walking is the one year old's greatest physical achievement. Before his first birthday a child may take a step without hanging on. But most often, the child is not able to walk freely until sometime during the thirteenth to sixteenth month. For a while he is very unsteady when he does walk. He is not sure of his balance. Do not be alarmed if the pretoddler goes back to crawling for several months *after* taking that first giant step alone. This is not uncommon pretoddler behavior. You can help the child by giving him all the room he needs. When necessary offer a hand or a leg. The child may want to use it to help steady his body as he stands or takes a step. Do not force him to walk alone. Your insistence may add to his fears of falling or being left on his own. He needs to gain confidence in his own ability. He will walk when *he* is ready.

Expect Them To Move Far And Fast

Seeing the world from a standing position is just the beginning of things to come. Less time now is spent on all fours. The one year old's hands suddenly are free like never before. She actually can move from here to there, taking things with her. That is most handy! Toys can be pushed or pulled as well as carried. Throwing balls is easier now, too. They go much farther and faster. Wow, walking is just about the best thing in the whole, wide world!

Stay One Step Ahead And Watch Out For Hazards

While the pretoddler is thrilled to be walking, your job of caring for him is now more difficult. The one year old will be able to move more quickly from one place to another. This means you will have to watch him more closely than before. After walking, comes running, jumping, kicking and climbing. These new tricks will find you trying to keep one jump ahead of the child. Be sure objects are not left on the floor that could cause him to fall. Keep things which do not belong to him or which could be dangerous out of his reach. Challenge his energies. Hold his hands as he tries to climb up or down the steps. Check his clothes to see that they are not too long and that shoelaces are tied. Do whatever you can to make this latest adventure safe and successful for the pretoddler.

Expect Them To Repeat Things Again And Again

The pretoddler does not learn just to walk. She does not forget she has arms, hands and fingers, too. During the first half of the year the one year old learns to turn pages in books, build

simple block towers, and put round pegs in holes. She bangs things together. The noise is fun, so she does it again and again. She learns to crawl up the stairs. She raises or lowers herself from - or to - a sitting position. She pulls off her socks and takes off her shoes or hat. All the while she continues to practice her walking. Her footwork becomes so good that she walks sideways or backwards.

Notice How Practice Improves Their Control

In the last half of the year the one year old learns to climb backwards down the stairs. Perhaps he does it one step at a time, sitting as he goes. He can fit square pegs in holes. He can point to pictures in books when asked. The pretoddler learns to turn knobs and handles. His balance becomes good enough to kick a ball and stand alone on one foot. He takes small jumps, walks along a line and "runs" straight ahead. His ability to undress himself now may include unzipping a zipper or pulling open snaps. He can hold a pencil. He even might be able to draw a line from the top of the paper to the bottom.

Prepare For Big Changes In These Twelve Months

The year may have begun on her hands and knees. But she quickly learned to pull herself to a standing position, then stand alone. Along came *the big, first step*, followed by walking and soon after, running, jumping and climbing. These skills still are far from perfect. But in just 12 short months she has learned to do a lot.

Give Them A Chance To Use Their New Skills

It is no wonder that with the ability to better control his body comes greater independence. As he becomes more sure of himself, the one year old enjoys putting away toys and other similar tasks. He is able to follow *very* simple directions. "Open your mouth" or "Give me your foot" are easy. He can put on simple clothes. He pushes chairs around or throws things all over the room. He takes only one long nap instead of two short ones. He gives you his toy just so he can take it back again.

BE PATIENT WITH MEALTIME EXPERIMENTS

Give Them Time To Learn About Spoons

Perhaps the pretoddler's independence is best seen at mealtime. She now is eager to feed herself. She will push you away from her and her food. She will not care that you prefer she use a spoon. Her hands are much faster! Many a one year old has

been seen holding a spoon in one hand only to be shoving the food in with the other. No matter how big the mess or unmannerly her way, she will want to do it herself. But don't give up on her. Keep the spoon there. As the months go by, she will be more interested in using that idle spoon. Meanwhile, encourage her efforts. She is trying to learn a very important skill. Do not call attention to her sticky arms and face. Make mealtime pleasant. Be relaxed and enjoy the experience with the child. Things will get better.

Expect Them To Show Their Likes And Dislikes

In the early months the one year old may refuse to take milk from his bottle. He even may not want to drink from a cup at times. He begins to show his likes and dislikes for foods. He may refuse to eat his egg in the morning, wanting it for lunch or snack later. He may want his cereal with warm milk instead of cold.

Keep An Eye On The Dishes And A Towel Handy

When the pretoddler holds her cup, her hands are held flat against the sides. She will bend her head way back to get the last drop. Bowls or dishes of food generally are not safe on her high chair tray. They and their contents often end up all over the tray or the floor.

Watch Them Try By Themselves Then Offer Some Help

At 15 to 18 months dishes can be placed safely on the tray. The child will be eating three full meals a day with very small snacks midmorning and afternoon. This is the age when the one year old will be most demanding. He will want to take part in meals and try to use that spoon of which you are so fond. He dips instead of scooping with his chubby little hand. The spoon tips sideways or turns all the way over, often before it reaches the mouth. Once in his mouth, the twisting and turning continue. Feeding certainly is not his fastest trick these days! Nor is it his neatest! You can come to his aid. If after trying to do it by himself he is willing to let you help, you could fill the spoon for him. You could help steady the spoon as he raises it to his mouth. The one-and-a-half year old has better luck with his cup. He holds it more with his fingers than his hands. Instead of tipping his head back, he now tilts the cup with his fingers.

Expect Slower Growth And Steadier Spoons By Age Two

In the last six months of this year the child's appetite slows down. She is not growing as fast as before. She will eat more at lunch than any other meal. Breakfast comes just too early in her day to get much attention. Dinner comes too late

when she is tired after a busy day. Feeding herself with the spoon is coming along fine. Instead of pushing you away, the pretoddler may ask you to help feed her. Dishes and cups will be handed to you as they are emptied.

Remember Feeding Takes Lots Of Work

By the end of the year the pretoddler will be able to feed himself without help. In fact, he will do best if left alone. If he needs your help, you will hear from him. Have few distractions during meals. Too much confusion will disrupt the child's thinking. You may not think so, but feeding is serious business. The pretoddler thinks and works hard while he is learning to feed himself. Just consider all he has been through. For that matter, think about what you both have been through these past 12 months. Your patience and understanding have made it possible for the one year old to learn a most important skill. Both of you should be proud of a job well done!

BE SURE THEY GET ENOUGH REST

Notice When They Are Tired

The pretoddler has much the same needs for sleep or rest as she did as an infant. She may get fussy, pulling on her ear, rolling on the floor or trying to take off her shoes. These are clues that she is getting tired. She now will try to do things her way. In the beginning she may refuse to go to bed until she is ready. Then off she will go, falling asleep happily and quickly. Soon she will have a feeling about when it is time to go to bed.

Set A Daily Routine For Nap Time

A daily routine helps the child know the *time* for nap. It probably will come right after lunch each day. Sometimes he will play on top of his covers or walk around his crib before settling down to sleep. So warm sleeping clothes may be needed in place of a blanket. He might cry at first when put down to nap. When older, he may take toys to bed or talk to himself for a half hour or more before falling asleep at the foot of his bed. You can help most by ignoring him during these active times. Trying to quiet him may just get him all wound up again, making it harder for him to fall asleep.

Know That When They're Awake They're Ready To Go

The one year old may cry in her sleep if she wets. Just let her be. To wake her up to change her may make it impossible for her to go back to sleep. The pretoddler sometimes will wake up in the

middle of her nap. Do not try to put her back to bed until she is ready. Often she wakes when the day has been too active. Be sure to allow for quiet time before napping. At the end of her nap the pretoddler may be willing to entertain herself for only a short time. Soon she will call for you. After a two- to three-hour nap she usually is ready to get up *right now*.

Watch For Changes In Sleep Habits

In the older one year olds, sleeping habits change. He calls you back time and again when first put to bed. He asks for a drink of water, another hug or another toy. His sleep may be more disturbed now. He may fuss when waking. Let him take all the time he needs to wake up slowly. He will take one long nap instead of two short ones because he now wakes up earlier in the morning and plays harder during the day.

EXPECT CLOTHING TO BE OF INTEREST

Be Prepared To Help With Clothing

The pretoddler is very interested in her clothes. Early in the year she will enjoy taking off - but not putting on - her shoes, pants or hat. Her shoes are like toys to her. She usually will help you by being still when you try to dress her. She will put her arm in the sleeve or stick out her leg for you to put on her pants.

Expect Dressing To Be Hard At Some Times

At about 15 to 16 months of age, dressing becomes a bit harder. The child's attention turns to other things he thinks are more fun. You probably will want to hold him tightly on your lap. Dressing while standing him up helps, too. He still will be most interested in his hat, pants and shoes. These three things have special meaning to him. They represent certain times or events. He thinks his hat means it is time to go outside. His pants come to mind when his diaper needs changing. He wants his shoes off when it is time to take a nap. After his nap, he may be ready to go outside - with or without his clothes. Dressing can be a real battle. It might help to sit near a window or an open door so he can see outside. Sometimes a toy to play with or something to munch on will help distract the one year old long enough so you can get him dressed quickly.

Remember This Age Is Best At Undressing

By 18 months the pretoddler is generally back to being helpful. She will try to help you by putting on her own shoes or pulling on her pants. Let her

practice but do not expect her to make much progress. She still does best at undressing - not dressing. So she can meet with some success, her clothes should have as few buttons and hooks as possible. When left alone there will be times when she will undress herself *completely*. Most any one year old loves the freedom of running around in her birthday suit!

BE RELAXED ABOUT TOILETING

Don't Expect One Year Olds To Be Toileting

The one year old just is beginning to have more physical control over his bowels and bladder. At this age he will fuss to be changed. He is learning it is not comfortable to walk or sit with wet, soiled diapers. If put on the toilet at this early age he most likely will do nothing but sit there. He will wait until he gets off, then do it in his pants.

Remember How Important Your Reaction Can Be

The pretoddler is at a stage when the products she produces in her pants are of great interest to her. She will put her fingers in her urine or smear her stools if given the chance. You can be most helpful by *not using* words like "messy," "dirty" or "naughty." Otherwise, the child will get the idea that her *creations* are something of which she should be ashamed.

Learn Toileting Cues And Change Diapers At Once

Make sure his diapers fit securely. Watch him carefully. Be sure to change him immediately after he wets or has a bowel movement. The one year old usually has a movement in the morning after he has been up and about for awhile. But each child is different. Some will wait until later, having more than one or perhaps no bowel movement in any given day. This information should be written down on the child's daily record so his parents and other caregivers are aware of his routine. Another time to suspect the children of having a movement is when he suddenly becomes very quiet. He may look at you and stoop as he strains. His face may get red. Whatever the signs, take notice of them. Change him at once. If he is in pants instead of diapers, watch for puddles or droppings on the floor. Clean them up and change his pants right away. For this reason, diapers really are preferred over pants at this age.

Let Them Get Used To The Idea Of The Toilet

As the pretoddler grows she will become more interested in toilets. If allowed, she will spend much time playing in them. If she is put up on

the toilet, do not leave her there for very long. Certainly, never leave her alone. If she resists, do not force her. Toilets can be scary objects for the one year old. Never punish or scold a child for not trying. This only will keep her from wanting to tell you when she has wet or soiled her diapers. She also will become more afraid of the toilet. The one year old will use special words as she learns to talk. She may say "pee-pee" or simply say "See!" She not only might enjoy splashing in her puddle but may want to help clean it up. She will be able to increase the time between urinations, staying dry for longer periods. Low, child-sized toilets or potty chairs might be useful things for the pretoddler who likes to do things for herself. But remember, to scold or punish will make her feel unworthy and perhaps afraid. Let her know the toilet or potty chair is for her. If *she* wishes to try it out for size, let her.

Notice As They Become More Aware Of Their Bodies

At 18 to 20 months of age the one year old might pull at his pants when he has to go to the bathroom. More often, he will do this just *after the fact* rather than before. This is a sign that he is growing more and more aware of his body and what it can do. This is how he begins to learn to control such natural body functions. There still may be occasional smearings of his stools. He might continue to refuse to use the potty, yet enjoy playing in the toilet. But he definitely is on his way to being able to control his toileting habits.

Celebrate Their Successes In Toileting

Often, when a pretoddler soils her diapers, she will stand screaming at the top of her lungs. She very well may scream right through the whole diaper-changing process. Shortly, though, the time will come when she will try her luck on the potty chair or the toilet. The first time she is successful, joy and delight will be written all over her face! Make it a major celebration! Cover her with kisses and smother her with praise. Indeed, show her you share her joy and delight. Make sure the whole world knows of her success.

KNOW HOW IMPORTANT YOU ARE

Offer Your Help As They Grow

There are many changes which take place during this year. The child grows about four to five inches in height, adding maybe three to six pounds in

weight. He will "cut" another six to ten teeth. His legs are short, his head large. He walks with rather stiff legs and flat feet. He leans forward as he moves. In general, his overall appearance is there to remind you that he is still a very little person. He needs your help often during the day. The pretoddler relies upon you to know when he is tired. He might rub his eyes or yawn to make it easier. He needs you to put on his shoes and socks. He looks to you to change his wet pants. You are the one who must give him a glass of water, find his lost mitten, and keep him safe from harm.

Give Them A Chance To Try Things For Themselves

Yours is a big job. If the pretoddler is to learn to do so many things in one year, you must be there, ready to lend a helping hand every step of the way. But this does not mean you do everything for her. Often adults make the mistake of doing too much for a child rather than too little. They do not realize she is often quite content to be left alone to do things. As a caregiver you must recognize when the child needs or wants your help. To interfere too soon does not allow the child to explore things for herself. You may want to do it for the child to make life easier for her. However, she will learn best if she is given the freedom to make her own discoveries.

BUILDING SKILLS IN SUPPORTING A PRETODDLER'S PHYSICAL DEVELOPMENT

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU HELP PRETODDLERS DEVELOP PHYSICALLY?

Almost as much physical growth occurs in these 12 months as has occurred in the first 12 months. The pretoddler learns to walk. She also learns to manipulate objects. Often it seems the pretoddler moves ahead quickly, and then drops back. The child who is walking may, at times, go back to crawling. Remember, she probably can go much faster when crawling. Walking is a new skill and takes far more concentration. When the child sees something she wants, she often will drop to the floor and crawl across the room quickly to get it. The pretoddler also is becoming more skilled in eating. She will begin to use a spoon. Using a spoon takes much concentration on the part of the pretoddler, too. When she is hungry she may go back to picking up food with her hands. A pretoddler learns many new skills. The adults in her life must give her the time and space to practice these skills.

WHAT WOULD YOU DO IF . . .

Amy, who is 16 months old, is sitting in the high chair. You have just put a dish of food and a spoon in front of her. She holds the spoon in one hand and begins to eat with her fingers. What can you do to encourage Amy to use the spoon?

A. Take the spoon away from Amy. Begin to feed her with it. After feeding her a few bites give the spoon back to her. Say, "Now you try, Amy."

B. Take the dish of food away from Amy and say, "When you are ready to eat with a spoon, Amy, I'll give you back your dish."

C. Take the spoon away from Amy. Let her eat with her fingers. She probably is not ready to use a spoon. You shouldn't force her if she is not ready.

Answers On Bottom
Of Next Page

Josh is 17 months old. He loves playing on the *small* slide but cannot climb the three steps to the top. He demands to be lifted up to the top of the slide so he can go down. How can you help Josh learn to climb the steps?

A. Lift Josh to the top and let him slide down. He will learn to climb when he physically is ready.

B. Tell Josh that he must climb the steps of the slide if he wants to go down. Encourage him to watch the other children so he can learn to do it.

C. Hold Josh's hands on the rails of the steps as he walks up the steps. Stay behind him, showing him how to put one foot up and then the other. Do this several times until Josh feels more confident.

Answers From Previous Page

Choice A is the best answer. You are showing Amy what you want her to do. You also are helping to take the edge off her hunger by feeding her a few bites. She probably will be ready then to slow down enough to try to handle the spoon.

Choice B is not a wise choice. Amy is too young to understand what you are talking about. She will become very upset when her food is removed. Amy needs time and practice to learn to use a spoon.

Choice C is not a good solution because Amy needs tc practice using the spoon. Even if she doesn't use the spoon to pick up all her food, at least it is there for her to practice.

Katie is 14 months old. Her mother tells you she has put underpants on Katie. She takes Katie to the bathroom every 15 minutes at home. She asks you to do this at the center. Katie seems very frightened of the toilet and cries when you put her on it. What should you do?

A. Keep putting Katie on the toilet. She will become less frightened as she gets used to it.

B. Tell Katie's mother that you do not have time to take Katie to the bathroom every 15 minutes. Ask her to please bring diapers in case Katie uses all her underpants.

C. Explain to Katie's mother that Katie seems frightened of the toilet at the center. Also tell her that all the other 14-month-old children are in diapers. So perhaps it would be best for Katie to wear diapers until she is not afraid of the toilet at the center.

Answers From Previous Page

Choice A is not the best answer. Josh may never learn to climb the steps if you continue to lift him onto the slide.

Choice B is not a good idea. Pretoddlers do not learn physical skills by watching. They learn by doing.

Choice C is more acceptable. You are helping Josh learn to climb. He is doing it with your support and soon will learn to climb the slide steps by himself.

It is time to clean up the toys in the pretoddler room. You would like to teach the children to follow simple directions. How can you combine the two activities?

A. Ask the children to help you clean up the room. Tell them to bring the toys to you and you will put them in the toy box. Say, "Thank you for being such good helpers."

B. Pick up a truck and say, "Bring me the trucks." Encourage the children by using their names. Say things like, "Thank you Carol, for bringing me the truck." Continue this with the other toys, calling each child by name.

C. Sing, "Clean-up, clean-up, clean-up everywhere," and begin cleaning up yourself. While you begin to clean-up, the children will help. Be sure to thank them for helping.

Answers From Previous Page

Choice A is a poor choice. Katie probably is not ready to use the toilet. Forcing her to sit on it only will frighten her more.

Choice B is not the best answer. Katie's mother will resent the fact you are unwilling to work on toileting just because you don't have time.

Choice C is a better solution. You are letting Katie's mother know in a nice way that she may be rushing toilet learning. You also are letting her know you are concerned about Katie's fear of the toilet at the center.

Answers From Previous Page

Choice A is not the best choice. Pretoddlers need more specific directions than this.

Choice B is the best answer. You are telling and showing them exactly what you want. You also are using their names, which encourages them to pick up.

Choice C will not work. Again you are not telling them exactly what you want them to do. Pretoddlers need short, simple directions.

HOW CAN YOU HELP PRETODDLERS HANDLE THEIR FEELINGS?

BE SENSITIVE TO PRETODDLERS' VIEWS OF THE WORLD

Expect Things To Be Viewed In Relation To Self

Without a doubt the pretoddler is very *self-centered*. Up until now he just existed - to sleep, eat and grow. Now he sees himself as the center of the universe. Little else is important but him. His needs and wants are the things that count most. When he is hungry, he is the only one hungry. When he is tired, he is the only one sleepy. He is more likely to show-off or repeat things he has done which made others laugh. If you laugh when he peeks at you from behind the chair, he probably will do it again. He does this not so much to please you, but more to please himself. Along with this growing sense of *self*, the child starts to have feelings - feelings of anger, concern, jealousy and love. His life becomes complicated. Things begin to worry or trouble the pretoddler. He becomes upset as he learns that everyone does not share his view of the world or that other people have feelings, too.

Be Aware That "Mine" Has Strong Meaning

As the pretoddler struggles toward independence, she discovers her caregivers always do not agree with her. They can *say* and *mean* "No!" For the first time in her life the one year old will think of her main caregivers in a negative way. When she does not get what she wants, the pretoddler becomes frustrated. The idea of "my" or "mine" have taken on very strong meaning. Anything she sees as "mine" is hers to hold or to play or be with. In no way is it to be touched or removed by anyone else.

Expect Sudden Changes To Get Reactions

While the one year old likes new objects to explore, he does not take kindly to quick or sudden changes in routine. He feels safe or secure with familiar things in familiar places. Therefore, a new caregiver in the center may not be welcomed by the pretoddler. The one year old may do all he can to reject the new person. He might pull away, hide behind something, or hold onto it, refusing to move. He even may go so far as to scream and turn his back on his new caregiver.

Respect Pretoddlers' Feelings

This kind of behavior is normal. It should not be thought of as a sign of stubborness. The child may want to cooperate, but for one reason or another she cannot. She clings to those she knows. It is a matter of protecting her feelings. Words mean little to her at this point in time. Scolding will not get rid of the behavior. You must respect her needs and allow the child time to get used to a new situation. When this is not possible, at least give her the security of being close to you.

Let Them Choose The Time For Some New Routines

Self-feeding and bowel and bladder control also are areas of learning that you need to watch carefully. Do not try to force the pretoddler into toileting while these negative feelings are strongest. Toileting and negativism make bad company. Wait until the child is better able to deal with his feelings, then try toileting. Best of all, wait until the child chooses when the time is right to take up toileting. Food or the whole routine of eating and feeding is another highly sensitive area. The pretoddler wants to learn to feed himself and shows his likes and dislikes for foods. His physical growth also is slowing down so he does not need to eat as much as you may think. Overfeeding or forced eating not only causes poor eating habits but encourages negative behavior, too. Know what things usually make a busy, happy one year old *suddenly* become hard to live with. You then will be able to deal better with him and his feelings.

HELP THEM UNDERSTAND WHAT IS EXPECTED

Set Reseasonble Limits And Be Consistent

The pretoddler actually may or may not say "No, no," but in one way or another she will express her negative feelings. Whether it occurs at the most common age of 16-18 months or not, expect to see it sooner or later. This negative behavior, along with the child's new abilities to explore and move about, demand more patience and understanding from you. There will be times when you will *have* to say "No!" to a child for safety's sake. If you must use "no," use it wisely. "No, no" to everything only confuses a child. Set reasonable limits or rules. Then, when you have to say "No," carry through to see that the child does stop the unwanted behavior. It is not enough to just say "No, no." You must follow through by stopping her. Do this by taking the pretoddler away from the object or by taking away the object itself. Continue to follow through each time - be consistent - until the child learns to accept your limit. When you have to stop her from doing one thing, give her something else to do that she likes. Offer her a substitute or distract her so she thinks about something else. "That's my book. Here is a book for you." Be firm, be fair and be consistent.

Allow Simple Mistakes

If a conflict is about to occur as a result of a simple difference of opinion, at times it may be most wise to allow the child to make his own mistakes. In this way you will be telling the one year old that he and you are different. You are separate people. You each have different ways of doing things. Even when you know the pretoddler's choice may be wrong, at least the choice will be his. It is important he learn how to make even the most simple of decisions. After all, some day he will have to be responsible for his own actions.

Use Guidance Not Anger To Gain Control

Sometimes, no matter how hard you try to distract the child's attention, or how many substitutes you make, she simply will not give up. She will insist on having her way. It is at these times that *temper tantrums* are most likely to occur. The one-year-old's feelings of anger and frustration can be very overpowering. The child may stamp her feet. She might throw herself on the floor and kick and scream in outrage. When this happens, the child needs guidance. She usually is looking for a limit. Do not scold. After a minute or so, try to hug the child and speak to her calmly. She may continue to yell but gradually she will cool down. If she sees you in control, she knows you want to help.

Teach Self-Control With Your Own Behavior

Never give in to temper tantrums. If you do, the child may rely on temper tantrums as a way of getting what he wants. Giving in is like rewarding the one year old. If the temper tantrum worked once, it might work again. To comfort the child is not the same as giving in. It simply helps to calm a child down so your "No" is easier for the child to take. Offer him your support. This helps the child face his feelings more easily. Seeing you in control also will help the child to learn self-control.

Expect Most Difficult Behaviors To Pass

The worst way to handle a temper tantrum is to have one of your own. Yelling, screaming and throwing your arms around only results in a lot of ugly behavior by both you and the child. It solves nothing. If a child lashes out with her hands at you, calmly and firmly put your arms around her tightly enough to prevent any further attack. If she pushes at you or tells you to go away, respect her wishes. This is her way of saving face. Once the child knows her temper tantrum will not work, this kind of behavior gradually will disappear. Usually by 21-22 months of age the worst of it is

over. If you are understanding of the child and her needs, you both will have weathered the storm in fine shape. This does not mean that "little miss sunshine" is here to stay. The pretoddler still will have moments like everyone when her frustrations will get the best of her. What it does mean is that she has learned ways of dealing with her negative feelings. All the stomping and screaming of the past was a result of the pretoddler's inability to tell you with words how she felt. She had no true desire to hurt anyone or anything.

REMEMBER A WIDE RANGE OF BEHAVIOR IS NATURAL

Expect Old Behaviors To Return When They Feel Insecure

Through all of this it is most important that you constantly remind yourself that these difficult feelings and behaviors are natural. Sometimes a one year old will go back to earlier ways of behaving when he feels angry or insecure. He will start to crawl or walk by holding on again. He may ask to be carried everywhere. Perhaps he will want his bottle back again or take up thumbsucking. Thumbsucking is difficult for some parents to accept in their child. Many parents will put a good deal of pressure on you, the caregiver, and the child to stop this habit. But, before the campaign to stamp out thumbsucking gets everyone upset, it is important to take a closer look at this behavior.

Think Of A Thumb As An 'Old Friend' For Some Pretoddlers

Usually, most thumbsucking in the one year old happens near the times the child is tired or unhappy, or when she feels insecure or unsure of herself. This certainly is easy to understand. The one year old's thumb in her mouth helps to calm her down, making it easier for her to go to sleep. It is *an old friend* in times of stress. It is very handy. It can be called into action whenever and wherever it is needed. Be understanding and allow the pretoddler the comfort and pleasure of her thumb. At this age, if it is ignored, the child most likely will drop the habit in favor of another one.

Find Ways To Keep Pretoddlers Interested, Rested And Secure

You can help reduce the amount of time the child spends sucking his thumb by keeping him busy. He naturally is curious at this age. Give him lots of things to explore. When there are interesting things for the pretoddler to do, he finds better things to do with his hands and fingers. Avoid

activities that might make the child feel afraid or helpless. Watch him closely and be aware of when he is getting sleepy. Basically, reduce the number of things that might make him feel he needs his thumb.

Give Them Freedom To Learn How To Handle Their Feelings

Thumbsucking does not occur with each child. One child may suck her thumb, another may not. But each child has times when she feels the need to latch onto something for comfort. It may be a doll, a teddy bear with ragged ears, or her favorite blanket. She may suck, chew or hold it close. It has some special meaning for her. Perhaps it takes the place of her parents while they are gone. Whatever the reason, the pretoddler needs to be given the freedom to handle her feelings in ways that work for her and which do not harm anyone.

Expect Most Pretoddler Biting To Result From Teething

Once in a while the pretoddler will bite. He often bites to relieve sore gums due to the pain of teething. For this child, some caregivers keep rubber teething rings or similar hard objects handy to give the child. It gives him something acceptable to bite other than another person. When he is a bit older he may bite to show anger or perhaps love, confusing kissing with biting. But as a one year old, biting generally does not occur because he wants to hurt others. The 18 month old who bites does not realize what his biting means to others. Biting of this sort is like many other habits at this age. When handled well, it will go away almost as quickly as it came.

Pay Most Attention To The "Victim"

A rejection of the biting child works best. Say "No, no!" Then, give your attention to the other child. Hold that child in your lap. Leave the biting child by herself. In any case, the less fuss made about the actual biting the less likely the child is to try it again.

Remember Pretoddlers Learn From Experience

Since the pretoddler has a limited understanding of the feelings of others, he goes about things in a pretty free-wheeling manner. However, this approach to life is bound to get him in trouble at times. He will find it difficult to deal with both his feelings and yours. His temper will flare and his feet will pound. But know that all the while the one year old is testing and learning about life around him.

BUILDING SKILLS IN UNDERSTANDING PRETODDLERS' FEELINGS

. . . Some Often Asked Questions
And
Situations To Explore

HOW DO YOU HANDLE SOME OF PRETODDLERS' DIFFICULT BEHAVIORS?

As pretoddlers explore their world and the people in it, they sometimes find themselves in situations which are confusing and frustrating. Since they cannot express their feelings with words, they express them with actions. These actions may include crying, temper tantrums, biting and thumbsucking. Recognizing that these are normal ways for pretoddlers to handle their feelings can help you relax a little. Your job is to understand the reasons behind their actions and deal with them. Do what you can to relieve their unhappiness. But realize that sometimes pretoddlers need time to express their feelings. Give them time to work things out in their own way as long as it does not harm anyone else.

WHAT WOULD YOU DO IF . . .

Tracy is 17 months old. This is her second day with your group. You notice her sitting by herself sucking her thumb after she has awakened from her nap. What do you do?

A. Tell Tracy to take her thumb out of her mouth and go play.

B. Take a toy, like a ball, over to Tracy. Play "roll the ball" with her.

C. Say, "Tracy, come over here. Play with Billy and the other children on the slide. I don't want you to suck your thumb."

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Antonio is 19 months old. He is very angry because he wants a toy and Jasper won't give it to him. Antonio throws himself on the floor and kicks and screams. What do you do?

A. Make sure the other children do not get too close to Antonio and get kicked. Then ignore him until he quiets down. When he is quiet, help him find another toy if he needs help in doing this.

B. Pick Antonio up and try to calm him. Give him two or three other toys to play with. Stay with him while he plays with them.

C. Tell Jasper to give Antonio the toy. Find another toy for Jasper. Be sure the other children do not take the toy away from Antonio.

Answers From Previous Page

Choice A is not the best answer. You are not looking for the reason behind her thumbsucking. She probably will not do as you ask.

Choice B is a better answer. Tracy probably is not sleepy, just bored or uncertain of what to do. You are giving her special attention as well as something to do. Other children probably will come and join the ball rolling activity. You then can give your attention to something else.

Choice C is not the best choice. You are calling attention to the thumbsucking and not giving Tracy any of your time. She may not want to slide or may have trouble joining a group of children. She may need your undivided attention for a few minutes to make her comfortable and secure.

Charles is 15 months old and is new to the center. He has been crying most of the morning. Some of the other children have become upset and are crying, too. What do you do?

A. Take Charles over to a quiet corner. Sit him on the floor with a few toys. Then get the other criers involved with toys or other activities away from Charles. Keep them busy. Return to Charles and give him most of your attention for the rest of the morning.

B. Ask your supervisor to call Charles' mother to pick him up. He probably is too young for group care. His mother needs to find another caregiving situation for him where he will be happier.

C. Pick up Charles. Carry him around with you while you comfort the other children. Get them involved with some toys or an activity. When the others are calm, go to a quiet corner away from the other children. Hold Charles in your lap for a few minutes. Then gradually get him interested in some toys, too.

Answers From Previous Page

Choice A is the best choice. Antonio is expressing his frustration and anger with a temper tantrum. He needs to know he will not get attention or special treatment when he behaves this way.

Choice B is a poor choice. You are letting Antonio think that he can get attention with temper tantrums.

Choice C is not the best solution. Antonio has been allowed to have his way by having a temper tantrum. He may try tantrums to solve all his problems.

Miranda is 14 months old. She has begun biting the other children without any reason. The other children and their parents are upset. What do you do?

A. When Miranda bites, pick her up and say, "No, no." Find her a toy to play with and make her sit in a chair with it for at least three minutes.

B. When Miranda bites, firmly say, "No, no, Miranda." Comfort the bitten child and ignore Miranda. Watch her closely and catch her before she bites again, giving her something to play with instead.

C. Take Miranda to a quiet corner of the room. Explain to her that biting hurts. Tell her that if she bites again you will put her to bed and not let her play.

Answers From Previous Page

Choice A is not wise. All the crying children need comforting at first. If you leave Charles alone for just a few minutes, he probably will cry louder. Returning later to give him all your attention does not leave you free to attend to another child's needs. In addition, Charles would expect you, instead of the toys, to keep him happy.

Choice B is not the best response. You should give Charles a chance to become adjusted to you and the other children. Parents cannot be expected to pick up their child just because he is crying. This response might be necessary if the crying goes on for several days. But it should be discussed with the parents before such action is taken.

Choice C is a better idea. By picking up Charles you are giving him the warmth and comfort of your arms. This probably will calm him, perhaps enough to stop crying. Meanwhile, you still are free to comfort the others. When they are all busy, give Charles some extra attention for a few minutes. Choose a quiet corner so Charles' crying does not upset the others again and their playing does not upset him.

Answers From Previous Page

Choice A is not the best solution. You are ignoring the child who has been bitten. Also, it is impossible to make pretoddlers sit in a chair for three minutes, even with a toy, unless you hold them there.

Choice B is the best response because you are using simple words to express disapproval. The bitten child needs your attention now. Do not pay a lot of attention to Miranda when she bites. Try to anticipate her biting before it happens. This works best.

Choice C is not a good choice. Miranda is too young to understand your explanation. Threatening her by saying you will put her to bed probably will not mean anything to her. You don't want going to bed to seem like a punishment to any child.

WHAT CAN YOU DO TO SUPPORT PRETODDLERS' DEVELOPMENT AND EXPLORATION?

BE AWARE OF THE MANY THINGS WHICH ENCOURAGE LANGUAGE

Remember Talking Depends On Development And Surroundings

Talking or the need to talk not only depends upon physical growth but social and mental growth, too. It demands development of the mouth, throat and tongue along with good hearing. It requires interesting toys to play with, things to see and objects to touch. Talking or speech also is greatly affected by the child's emotions or feelings. How a one year old feels about the things and people around him will affect how he learns to speak. As a caregiver you can help the pretoddler learn language skills. Make his stay at the child care center a pleasant one. The one year old is more likely to talk or try to talk when you talk to him with happy, cheerful tones. Yelling or speaking sharply only frightens the pretoddler. It makes him fear talking to you.

Expect This Age To Understand More Than They Can Say

At one year of age the pretoddler is able to understand and perhaps even say a few words. At 18 months she understands 20 to 30 words and maybe uses about ten of them. By her second birthday she is able to understand over 250 words. She also is able to use many of these words when she speaks. However, when working with pretoddlers, know that very little thinking is done out loud. That is, thinking is seldom verbal. Actually, most of any person's thinking is done without talking.

Encourage Listening

Listening is one way in which the pretoddler thinks and learns language. Encourage listening. The child who learns to be a good listener also learns to talk well when the time comes. Besides listening to you, the pretoddler enjoys music and records that make noises or tell simple stories. He enjoys the sounds often heard during the day. Trucks, airplanes, cars, birds, whistles and bells are sounds which interest a one year old. You can help the pretoddler by being aware of his interest in sounds. Give him names for sounds he hears. In that way he learns to put a sound and a word together. Soon he will be able to say "Choo-choo" as the train goes by or "Bow-wow" when the dog barks.

Allow Them To Look At Things That Interest Them

Looking or watching is another way the child learns language. The pretoddler will spend many hours just staring at one thing or person. She may gaze out a window for a long time looking at a scene. She will enjoy watching cars or people go by. She

may not see anything in particular, just space. In any case, looking is a very simple form of exploration. Many consider staring a real waste of time - a "do nothing" activity often seen among pretoddlers. As a caregiver, let the child satisfy her need to watch or observe the world around her. When this is done, she will have more success in language later.

Pay Attention To Their Gestures

In pretoddlers a good deal of thinking is expressed by the use of gestures - pointing, jumping up and down or nodding. When something exciting happens the pretoddler is quick to point, jump around and squeal all at the same time. This is part of talking to others. It is a *very* big part of the pretoddler's way of thinking. Through gestures he passes his thoughts on to you. It is a form of talking to others that he will continue to use throughout his life.

Use Gestures Yourself When You Talk

Since gestures are an important part of language and thought development, use gestures when talking to pretoddlers. They understand them. Combine gestures along with a correct, verbal description of what is going on or what you are doing. In this way you talk to pretoddlers in a way that is not completely strange or difficult for them to understand.

Give Them The Names For Things

If, in the early stages of pretoddlerhood, you do not give the child a name for things, the only way she has to express her needs may be to point or scream. However, when you know the child is able to use words, you should not give in always to her gestures right away. First encourage her to try to tell you what it is she sees or wants. Then if she does not reply, help her by *labeling* or naming things around her.

Praise Them When They Try

Once you have named things for him the one year old will repeat the word. Through labeling he learns that a word brings a reaction from you. The word and the thing he is thinking about are one and the same. For instance, when he says "Ball," up pops a ball. When he says "Mama," that usually will bring mother if she is nearby. From the ages of 13 to 16 months the relationship between the word and the object he wants becomes *very* strong. This happens when he always hears the word repeated or spoken by others. It is further strengthened when he repeats the word and is rewarded when he gets what he wants.

Encourage Pretoddlers To Use Words That They Know

By labeling, the pretoddler learns to classify objects or things. He groups them together in large groups. "Mama" may be used for all women or "dog" for all four-legged animals. At a year-and-a-half a pretoddler speaks about ten words. These words usually will express his basic needs. Words often spoken by the pretoddler of this age include his words for *mother*, *father*, *coat*, *water*, *ball*, *baby*, *sister*, *cat*, *milk* and *eat*. Other common ones are *cookie*, *car*, *dog*, *drink*, *brother* and *bed*. He even may repeat words he has heard but does not understand yet like *grandma* and *grandpa*. In any case, if the child's labeling stage is not encouraged at this age he very well may have trouble with language development later.

Reward Their Attempts And Show That You Understand Them

As a caregiver you have many chances to reward the pretoddler for her efforts. If she points and says "Milk," you could say "Sally wants some milk. Here is some milk for Sally." You are repeating her thoughts in a full sentence. You also are using the word *milk* while at the same time giving her what she wants. This kind of a reward system is very important to language development. The pretoddler who has had many responses from adults in this way learns to talk better and more quickly than a pretoddler who has had very little.

Speak In Regular Sentences Rather Than 'Baby Talk'

Many grown-ups seem to think that because the one year old does not talk, or talks only with single words, he is not ready for conversations with adults. Always remember that the pretoddler understands a great deal of what is said to him. Just because he does not speak in sentences does not mean he is not able to learn from your sentences. Indeed, this is exactly how he does learn language.

Expect More Later In The Year

From the thirteenth to fifteenth month, language development usually begins with listening, recognizing, sorting out and remembering. As the pretoddler's memory gets better she is able to put more names and sounds to familiar objects and people around her. The first words are simple, single words. These words represent whole sentences or thoughts to the child. If she says "Coat," she may be telling you "Put on my coat." "Wa-wa" may mean "I want a drink of water." By 18 months the pretoddler can remember many simple words, usually nouns or the names for things like *cat*, *car* or *coat*. Sometimes she may use words like *hot*, *cold* or *hurt*.

Don't Be Surprised To Hear Simple Sentences

At about a year-and-a-half the pretoddler becomes very good at mixing up these simple words he has learned with a lot of language that adults really cannot understand. He may say, "Ah, goo wa-wa." The only thing you are fairly sure of in all this is that "wa-wa" probably means "water." These nonsense sentences - as they often are called - usually occur when the child is busy doing something. The one or two words you may be able to make out are generally a clue as to what the other words are all about. Over the next six months this special language or *jibber-jabber* gradually will disappear. As she nears her second birthday she will be better able to tell you just what she wants or what she sees. She will have learned how to put two and maybe three words together in a sentence so you can better understand.

Find Ways To Create Interest In Language

Nevertheless, even when using nonsense speech, learning is taking place. You can do much to encourage this learning process. Name things in all the activities you share with the one year old. Use good speech so the child hears things correctly. Praise the child when he tries. Provide toys and equipment that allow for pretoddler *talk*. Such things could include tiny, toy animals and people or puppets. Sing nursery songs, recite poems and read short, simple stories. Have interesting things with lots of colors, shapes, sounds and textures or feels. Big red blocks and small green blocks are more eye-catching than blocks of the same size and color. Cloth books, touch-and-feel books and books with moving characters are more fun than those filled with beautiful, detailed drawings on flat, smooth paper. Basically, the more interesting the world, the more there is to talk about. The more there is to talk about, the easier it is for language to grow.

ALLOW PRETODDLERS TO EXPLORE THEIR ENVIRONMENT

Be Prepared For Lots Of Action

The pretoddler explores her world in ways that do not include language, too. At first the one year old is more of a *doer* than a *thinker*. She is very quick to take action at this stage. She does things without really thinking why she does them. The child tries things openly with action instead of thinking them out in her head first.

Provide Opportunities For Play

So, the pretoddler throws and drops things. Balls are the most popular toy. Dropping them makes movement and sound. They are lightweight, making them easy to throw. Also, throwing them usually will not bring scolding from others. While his baby fat may make him wobble a bit, the one year old even may try to chase after his own ball. He plays with four-wheeled carts and wagons by straddling and "walking" them along. He now can reach for several things at once without dropping one object in order to pick up another.

Expect Unusual Uses Of Familiar Objects

The one year old enjoys setting things up, like blocks, just so she can knock them down. She puts things in her mouth and chews on them. This is done partly to relieve tender gums due to teething. It also is a way a one year old explores things around her. Wheels on trikes are very interesting. She does not sit on a trike to pedal it. She would rather turn it upside down and spin the wheels round and round. She will sit for long periods of time dumping and filling sand buckets. She is quite the furniture-mover and climber these days. For her safety and your peace of mind, have just a few of these objects around.

Keep In Mind That Exploring Is Learning

The 13- to 18-month-old pretoddler will demand your help only when these activities become too much for him to handle. Remember, there are now few things which he cannot open. While he cannot unscrew lids, by banging and pulling, he manages to get them off - somehow. He is very handy with his hands and from a standing position can get into an amazing amount of trouble. The pretoddler does many things just to be *doing* them and for no other reason. He is a regular *busybody*! If it makes you feel any more relaxed, just keep in mind that he is very *busy* learning.

Notice As They Begin To Think Things Out

As the one year old grows so grows her ability to *think*. During the second half of the year she will stop now-and-then before she acts. She will think about things, then take action. She thinks about what will happen next. If she sees food brought into the room, she may run to her high chair begging to be seated. She figures it must be time to eat.

Be Aware Of How Pretoddlers Play

Pages in books still are fun to turn - two, three or more at a time. But now the pictures have some meaning. The one year old might begin to name things he sees as he flips the pages. He becomes

interested in stories, which encourage his thinking as well as his language development. He changes from repeating the same things over and over in the *same* way to repeating them over and over in *different* ways. For instance, he will stuff things into holes in a different order. He might climb the stairs first on his bottom, then climb by standing up, taking one step at a time. He likes to smell things and is more aware of odors around him. He can point to his eyes, nose or toes when asked.

Provide Opportunities To Explore Outdoors

The older pretoddler gradually finds *change* to be interesting. At first she is interested in the area around her - what it looks like, how it feels and what is in it. But as she grows she becomes more interested in new things and events outside the child care center. So she spends more time looking out the window. She loves to be outdoors, exploring the grass, dirt, plants and rocks. Water play and swinging are favorite outdoor activities among one year olds. Some pretoddlers may not want to be put down on the grass or ground at first. This is normal behavior by some one year olds. It is nothing to worry about because it will pass quickly so long as such wishes are respected. Be sure pretoddlers have as much time as possible to be outside.

Help Them Understand Things Around Them

As time goes by the pretoddler will spend less time exploring his world and more time practicing simple skills like feeding himself. Never forget, though, that his mind is very, very young. Since he cannot see the similarity and difference in things, bring them to his attention. Point out that his milk is cold and his cereal is hot. Show him that the ball is the same color as his shirt. Understand that he is not able to talk about objects unless he can see or touch them. In fact, he even is not able to *think* much about things unless they are in front of him. *Out of sight, out of mind* is basic to his way of thinking. For this reason, *peek-a-boo* is a great game to play with a one year old. As he catches on, he will love to hide and be found. This helps him to understand that he *is* different or separate from others.

Be Aware That Pretoddlers May Not Remember People Not Seen For Some Time

Her memory for people still is better than her memory for objects or things. Remembering people occurs only when they are there. If the face is familiar, then the child remembers it. Just how long she can remember or recall a face after a

person has been gone for a while is not known. It depends on how long the person is gone and how well the child knows that face. For children in military settings, this can be a real problem. If mothers or fathers are gone on duty too long, they may be like strangers when they return.

Expect A Growing Understanding Of Completing Things

Generally, the pretoddler is very much concerned about what is happening right now. He has absolutely no thought about what happened a half hour ago or what might happen ten minutes from now. However, the pretoddler is beginning to show more interest in the *finish* or *completion* of things. For example, he will hand you his bowl when he is done eating and say, "Ah gone." He will tell you *after* he has wet his diapers. He will wiggle himself carefully into a chair being sure to do it just right and finally give a big sigh of relief as if to say, "Well, that's done."

Try Not To Be Overly Protective As They Explore

You can help the pretoddler most in her exploration by not being *too* protective. "Put that down. You will hurt yourself." When there really is no need for concern, being too protective teaches a child to be overly worried about her body and her safety. She always will be thinking about herself instead of doing things and having fun. Do not be overly bossy. "Be careful," "Don't touch!" or other similar commands spoil things for the child and make things harder on both of you. Unnecessary nagging makes the child think she always will be corrected by others. Such training may make the child dislike people in general. Do not be the one always to make suggestions. Let the child feel she has some ideas that will work.

Support Them As They Explore At Their Own Speed

By the end of his second year, the one year old is wondering how he can discover without moving about all the time. He is trying to understand how he can learn without touching, seeing or tasting everything around him. While he responds to a few simple directions like "Touch your toes" or "Give me your cup," the pretoddler still needs to work with his world through *things* instead of words. Do not insist that he keep his mind on something. He will decide for himself if an object or activity is worth his time and energy. You can help him by having new, interesting things for him to explore. Do not *hurry* him along. He needs to *do* things, *see* things, *hear* things, *taste* things, *see* things and *feel* things. If he has a chance to explore at his own pace or in his own way, he will have fewer problems later in life. Let the child know that his

curiosity and exploration are something of which you approve. Your approval means a lot to the pretoddler, especially at this age when he can be most negative and demanding in his behavior.

BUILDING SKILLS
IN SUPPORTING
PRETODDLERS' CURIOSITY
AND LANGUAGE DEVELOPMENT

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU HELP PRETODDLERS LEARN ABOUT THEIR WORLD?

One of the most exciting things about pretoddlers is their language development. Between the ages of 13 months and 24 months there is rapid advancement in language skills. You, as the caregiver, can encourage this by talking often on a one-to-one basis to the pretoddlers in your care. Pretoddlers understand much more than they can say. Allow the children to explore the room and the things in the room at will. Be nearby to name the items they pick up. Use simple picture books to teach animal names and sounds. Encourage the children to say the names of the animals and the sounds they make. Surround pretoddlers with interesting things to explore. By talking to them using simple sentences and words, you are helping them develop language skills.

WHAT WOULD YOU
DO IF . . .

You are sitting and talking to Laurie, who is 18 months. What is the best way to involve her in a conversation?

A. Say things like, "Laurie, tell me your name," "Where did Mommy go?" or "Do you have a dog, Laurie?"

B. Say things like, "Show me your *toesies*." Point to a dog and say, "Where is the *woof-woof*, Laurie?"

C. Say, "See my nose" and point to your nose. Say, "Where is Laurie's nose? Show me your nose." Repeat with mouth, eyes and ears.

Answers On Bottom
Of Next Page

David is 22 months old. He is not talking at all and only uses "grunts" or gestures to communicate. What can you do for David?

A. Spend some time alone with David. Talk with him using pictures of animals, cars, trucks, or people. Point to David's nose, eyes, mouth, and name these parts of the body for him. Ask your director or supervisor to observe David.

B. Suggest to David's mother that she take him to the doctor. Tell her you are very concerned about the fact that David does not talk. You are afraid he is a slow learner.

C. Make sure David has plenty of toys to play with and that you include him in group time. He will learn to use words by hearing them. Do not respond to his gestures and sounds. In this way he will be forced to use words.

Answers From Previous Page

Choice A is a poor choice. You are expecting Laurie to answer questions that she may not understand. Even if she does, she may have trouble finding words to answer.

Choice B is not the best answer. It is important to use correct words to name the things in a child's world. Toesies *for "toes," and* woof-woof *for "dog" only confuse the child. Baby talk teaches the child nothing and encourages poor language development.*

Choice C is the best response. You are using gestures and words to identify what you are talking about. You are giving Laurie a chance to expand her knowledge. If Laurie does not point to her nose, do it for her so she can hear and feel what you mean.

You have a new picture book you would like to share with your group of pretoddlers. What is the best way to do this?

A. Gather all your pretoddlers around you on the floor. Hold the book up and show them the pictures. Name each picture as you show it. Encourage them to say the name of the picture.

B. Call all the children to you. Have them sit on small chairs in a semi-circle. Show them the pictures and encourage them to say the name of each picture.

C. Gather two or three children around you on the floor. Take the book and show them the pictures. Other children may come over. Allow the children to come and go as they wish.

Answers From Previous Page

Choice A is the best answer. By 22 months a child should be using words for the important people in his life. He may need extra help because no one talks to him at home. Also, you cannot rule out poor hearing or some other physical problem. Asking your director or supervisor to observe him may give both of you clues to David's lack of speech. The director then may want to talk with David's parents. In the meantime, you are giving David some extra help by working with him.

Choice B is not the best choice. You may be frightening David's mother needlessly. You cannot decide what is wrong with David - only a doctor can do this. Your supervisor or director should observe David and then talk with his parents.

Choice C is not a wise solution. David probably needs more help than you are giving him. If there is a problem, not responding to gestures and sounds he makes could be very frustrating for David. By 22 months he should be using at least a few words.

Answers From Previous Page

Choice A is not practical. It is almost impossible to gather together a group of pretoddlers all at the same time. It would be frustrating for you and them.

Choice B is not the best answer. Pretoddlers do not sit on chairs very long. It would be impossible for a group to sit on chairs and name pictures.

Choice C is the best response because you are starting with just a few children and allowing others to come if they wish. Pretoddlers have a very short attention span. Showing picture books works best with a few children at a time.

THEY LEARN ABOUT THE NATURE OF PEOPLE

Remember How Important You Are To Them

During this year of life the child spends much time playing by himself. But he almost always will know his main caregiver's whereabouts. This is a very special trait that will take him most of the year to outgrow. Very little time actually is spent on being social or concerned about other people. However, this does not mean that social growth does not occur. The pretoddler will learn much about the nature of people around him in the next 12 months.

Recognize That Their Wants Are At The Center Of Their World

The one year old is very *self-centered*. At times she figures the world and everything in it are hers and only hers. She may think things were made for her. The world exists only around her and her needs. This kind of thinking is *very* strong at the pretoddler age. Never before has it been as strong. Over the year it will slowly go away, never to be as strong again. Until it does, working with groups of pretoddlers can be very hard.

Be Prepared For Their Demands

As a caregiver you will be one of the pretoddler's *targets*. You will be one of the people expected to support this idea of his. In his eyes you and other main caregivers in his life are there for him to use when and how he wishes. He thinks he has the right to make you do anything he wants. Of course, to allow the pretoddler such power only would hold back social growth. You should not encourage the one year old to take advantage of you needlessly. Get him interested in things and people apart from you. When you know a child is becoming very attached to you, ask other caregivers to take your place at times. In this way the one year old learns about other people. To teach the pretoddler to rely *only* on you, because it makes you and him happy, is not fair. It is not fair to you or the child. You both need to be around others. *You* should get to know other children. *The pretoddler* needs to learn he can depend on others besides you.

Help Them Learn To Trust By Being Honest With Them

When you have to leave a child with a substitute caregiver, do so honestly and gently yet without a lot of fuss. Tell the child you will be back later. Give a reassuring hug or kiss and perhaps wave bye-bye. To sneak out of the room when the child is not looking may make it easier on you. But think about how the child will feel when he discovers you are gone. If you want to build

trust in a child, you must be honest and open with him. By letting the pretoddler know you are leaving, as well as returning, he will be less likely to cry the next time you leave. He will assume you will come back just as you did before. It is important for the pretoddler to learn that you can and do exist even though he cannot see you all the time. This is how the pretoddler learns to trust in you and other people in his life.

Show That You Enjoy Their Company

One of the most important things a child of this age must learn is how to get and hold adult attention. When she was a baby, the child usually cried and somebody would come. As a one year old, the child learns new ways to get your attention. She will smile or laugh. She will clap her hands, pull on your leg or bang on the table. These new social skills will be used more and more. She will learn to keep your attention by doing them more often. This is natural and is to be encouraged. Let the child know she has your full attention. Clap and laugh with her. You will not want to go overboard in this behavior, though. Too much can prevent the child from learning new ways to get your attention. So find a good half-way point that works well.

Help Them Understand That Give-And-Take Is Part Of Life

As the pretoddler learns to walk and talk better, he will grow more sure of himself. He becomes more independent. Along with this he will show his likes and dislikes to and for others. Once again you will have to find a fair way to deal with this. You surely would not prevent the child from expressing his happy or angry feelings. Yet no one enjoys being around a child who thinks he can get what he wants all the time. You can let him *win*, so to speak, when the stakes are not high. When it makes no difference whether he wears a sweater or coat, let him wear the coat if he insists. To allow such freedom makes the child feel successful. Everybody likes to feel success from time to time. But to let him always win would not make good sense. He cannot be expected to know when he must take a nap or have his hands washed. If given his way at such times, the child's needs would go unmet. Always getting his way will not help the child. He would not learn to relate in a good way to other people. He would never learn that life is a *give-and-take* situation.

Don't Expect Much Interest In Others Their Own Age

The pretoddler will not show much interest in others her own age. For that matter, aside from her main caregivers, other people are not real special to her. There will be no real need for leaders and followers. The child is not interested in pretend play at this age. However, you can help the one year old develop some early training in this area. Let her make suggestions in her play with you. If you are stacking blocks, let her choose the next one. If you are changing diapers, let her grab the one off the top.

Notice Their Developing Feelings For Others

While the pretoddler tends to be self-centered most of the time, this does not mean he is not understanding of how others feel. A very young child can and does show concern for others. He may offer his bottle to a baby who is crying. If another child falls and skins a knee, he might go to that child and kiss the wound. He may cry in sympathy when he sees another child crying. These are signs of the pretoddler's feelings for others.

Express Your Own Feelings Openly

You can help the young child most by showing your feelings, too. If you are sad, let her know how you feel. If you hurt yourself, do not be afraid to let her see your pain. Also, if you are happy, do not hold back your joy. When the child sees adults laugh and cry, she learns ways to express her own feelings. This is most important.

Expect Some Competition For Your Attention

The first signs of competing with others will appear during the pretoddler stage. This competition usually will be seen as rivalry with other children. For the first time, the pretoddler will show his jealousy if you hold another child. He will not be too happy with you. He certainly will not like the other child. He may cry or tug on your arm. He may think up any way to get your attention. Running for the door or dumping diapers on the floor probably would do the trick. Anything is fair play to get you to put the other child down. He might try to push the other child away or climb into your lap, too. If there is room for two, so much the better. Just be aware that this behavior is normal. It does not mean he is naughty or stubborn. He simply is going through a stage all pretoddlers experience.

Give Them Lots Of Praise And Approval

Along with showing likes and dislikes, the pretoddler learns another new social skill. She learns to have pride in personal accomplishments.

This behavior grows all year long. It will grow stronger as the years go by. For the pretoddler, personal pride usually is associated with *activities*, not creations. The child wants your approval more for playing *pat-a-cake* or *rolling a ball* than for making something. Give the one year old lots of praise. Smile and show your pleasure in her. Act excited or surprised. The pretoddler will delight in your acceptance. She will feel good. Feeling good, after all, is what it's all about.

Provide Opportunities And A Helping Hand As They Explore Social Behavior

The one year old may offer toys to others and then want them back right away. He may say a few words now and then or hand you his empty glass. In these ways his social world grows. At the same time this is when he needs to feel secure as he discovers how complicated his world can be. The pretoddler should be around others his age, even if they do nothing more than make noise together. He most often will see them as just things, but he must have these early contacts in order to get along with children his age in the years to come.

BUILDING SKILLS IN SUPPORTING PRETODDLERS' SOCIAL DEVELOPMENT

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU HELP PRETODDLERS DEVELOP SOCIALLY?

Pretoddlers do not seem to care much about each other. They notice another child only when that child is doing something they want to do or has a toy they want. They may play near each other but they do not play with each other. The most important people to them are their caregivers. They look to adults to meet all their needs. Pretoddlers would like to have your full attention most of the time. They try to get attention by crying, pulling on you or being cute. Pretoddlers need lots of holding, hugging and talking to. But they also need to learn you cannot pay attention to them all the time. They need to begin to do things by themselves without your help.

WHAT WOULD YOU
DO IF . . .

Carlos has worn a pair of boots over his shoes to the center. When it is time for outside play, you see that the playground is dry so you do not put his boots on him. Carlos runs to get his boots. When you tell him that he doesn't need to wear them, he holds them tightly and refuses to go outside. What should you do?

A. Put Carlos' boots away and insist he not wear them. Take him by the hand firmly and go outside.

B. Allow Carlos to wear his boots outside since it seems to be so important to him.

C. Tell Carlos he doesn't need his boots and you will put them away for him. If he still insists on wearing them, tell him "No" and carry him outside.

Answers On Bottom
Of Next Page

Anna, 18 months, has a blanket that she carries everywhere with her. She becomes very upset if someone tries to take it away from her. Lucy, who is a few months older, keeps grabbing the blanket. Anna screams every time it happens. What can you do?

A. Say to Lucy: "No, Lucy, the blanket is Anna's. Here is a doll for you." Repeat this each time Lucy grabs Anna's blanket. Move Lucy away from Anna.

B. Say to Anna: "It's all right, Anna. Lucy won't take your blanket. Lucy, go play somewhere else." Reassure Anna each time Lucy grabs her blanket.

C. Say: "No, no, Lucy, leave Anna alone. Be a good girl. Go find a toy to play with. Here is your blanket, Anna. I won't let Lucy take it away."

Answers From Previous Page

Choice A is not the best answer. It only will make Carlos unhappy. Since it is not all that important, let him wear his boots.

Choice B is the best idea. You are not getting into a power struggle with Carlos over an unimportant issue.

Choice C is not a good solution. Carlos may feel he needs to wear the boots so they won't be "lost." If wearing the boots is that important to him, let him wear them.

Juan is sitting on your lap, clapping his hands and playing with you. Eric comes up and tries to push Juan off your lap so he can sit down. What do you do?

A. Tell Eric it is Juan's turn to sit on your lap. Say he can sit on your lap when Juan gets off.

B. Tell Juan to let Eric have a turn. Move Juan gently off your lap so Eric can sit down.

C. Have Juan and Eric sit on the floor close to you. Continue clapping and playing with both boys.

Answers From Previous Page

Choice A is a good idea. You are telling Lucy "No" and giving her something else to take her attention away from Anna's blanket.

Choice B is not the best answer because you are not giving Lucy something else to play with. Anna will find it hard to believe that Lucy will not take her blanket when she sees Lucy grabbing for it.

Choice C is a poor choice. Again, you are not giving Lucy something specific to play with. Saying "Leave Anna alone" will not mean much to Lucy.

Answers From Previous Page

Choice A is rather hard. Pretoddlers do not know how to take turns and share. Eric will not understand this.

Choice B is not a wise choice. Juan will not understand why you are putting him down and holding Eric instead of him.

Choice C is the best answer because you are making each boy feel welcome. You have a good chance to play with both boys at once.

ALLOW THE ENVIRONMENT TO HELP WITH YOUR JOB

Be Aware Of What Is Around You

Stop for a moment. Think about the things that make a pretoddler special. The one year old has learned to walk. While practicing this new skill, she still crawls, spending many hours on the floor. She inspects anything that catches her eye. Toilet bowls are of great interest to a one year old. She opens and closes doors and drawers. She turns knobs and lids and pulls and pushes handles and levers. She takes things apart leaving them in many pieces. She likes to throw things, knock them down, sit on them and walk on top of them. She enjoys fingering small locks, flipping switches and pushing buttons. She is very good at putting objects through openings or into holes. She has fun pouring things. She thinks wheels of any kind are neat.

Expect Most Things To Go In The Mouth

The pretoddler explores the world in a very *oral* way. This means he will put anything in his mouth. Solids or liquids - no matter how they feel - are swallowed if possible. The one year old does not stop to test the smell or taste of these items. He simply pops them in his mouth, chews and swallows.

Realize This Age Takes Big Risks

The pretoddler will want to spend very little time in a small area. She loves the outdoors. Grass, plants, dirt and pebbles are interesting. Water play and swinging are fun play yard activities. Stairs are very appealing. They were put there just for her to climb. The one year old thoroughly enjoys exploring her world. Hers is a world of play. She does not understand that life also is full of dangers.

Learn To Recognize Common Hazards

With these facts in mind think of ways to make things safe for the pretoddler. Because of his lack of words and his ability to crawl, walk or climb into and out of places, the one year old has special needs. Avoid items smaller than one-and-a-half inches. Marbles, coins and beads are the kinds of things that have no place in a pretoddler toy box. Put out-of-reach all items that could be dangerous if swallowed. Cleaning agents, medicines and make-up are good examples. Regardless of how strong these things may smell or how awful they taste, the pretoddler is very capable of swallowing them. Check for sharp edges or rough surfaces.

Check Toys For Dangerous Parts

Small cars are unsafe if wheels are pulled off and the sharp, metal points exposed. Small, heavy objects with solid or wooden bodies are dangerous when thrown. Toys should be made to withstand hard play. They should have no removable parts.

Provide Latches And Guards For Gates And Outlets

Keep doors leading to stairs, outdoors, or storage areas securely fastened. Be sure window and door screens are locked or nailed in place. Gates in the play yard should be tightly latched. Basket-like swing seats with protective sides are the only ones that can be used safely with one year olds. Pretoddlers very often are burned by heaters or floor furnaces. Provide guards for such things and supervise them closely. Electrical shocks have been known to occur at this age because outlets make nice holes for poking things into. Electrical cords are handy ropes for pulling. Be watchful of children around such hazards.

Keep Pretoddlers' Rooms And Toys Very Clean

All toys and equipment in the pretoddler room must be clean. Toys should be made of washable material. This means they can be washed or sanitized often. Toilets and the bathroom area should be spotless. More than one pretoddler has found the toilet bowl a terrific place for water play. The pretoddler eats with his hands, arms and elbows in his food. Be sure hands and face are washed before and after eating. Keep floors clean and the children out of drafts.

BE PREPARED FOR ACCIDENTS AND EMERGENCIES

Learn How To Give First Aid

One year olds are at an age when many accidents are likely to occur. Young children are very clever at finding danger. Of all the accidents that occur to little ones this age, poisonings probably are the most difficult to detect. Since these children do not speak more than a few words, you may not know when something poisonous has been swallowed. For this reason, learn how to give first aid treatment in these and other situations. Your fast thinking and quick actions could save a child's life.

Learn How To Handle Emergencies

Emergencies are those situations which catch you by surprise. To reduce confusion and possible disaster, you should know your center's policies in the event of an earthquake, tornado or fire. Be sure you have the help of other adults. If you

should find yourself alone for one reason or another, call for help immediately. Realize that practice does make perfect. Fire drills and other practice sessions are very important. With a group of pretoddlers, fire drills are no easy task. While some of the children will be able to walk, there will be many who cannot. Even those who can walk will need to be pushed along to keep them moving. This can be especially hard if you happen to have a child under each arm. Some pretoddlers may become frightened from the loud noise of the fire alarm itself. They could cry, hold onto something and refuse to move, or crawl into or under something, escaping your eye. So practice is important for both you and the children. It can make the difference between life and death in the face of real danger.

REMEMBER THAT EACH PRETODDLER
NEEDS INDIVIDUAL ATTENTION

Be Aware That Pretoddlers Do Not Think Of Themselves As Part Of A Group

In view of the many things that make pretoddlers special, group care for one year olds can be a bit tricky. Since pretoddlers are very self-centered, working with them in groups can be difficult at times. Generally, you care for groups of pretoddlers in a *physical* sense. That is, you form groups by simply putting five or six of them together in a circle, in front of the flannel board or near the record player for dancing. But each pretoddler does not think of himself as part of the group. He is not really aware that the other children exist as people. They are just objects to be stepped on, walked over, knocked down or sat upon. The fact that they move or make a noise makes them perhaps a little more interesting than a block, finger paint or play dough. Still they are just *objects* in his world.

Realize That Your Attention Is Most Important

A pretoddler's main caregivers are about the only people she does see in a social way, and then only for what they can do for her. You must realize that in a group the pretoddler's attention is on you, not the other children. When you talk to one child in the group, you will get only her attention. The other pretoddlers may become restless. When you speak to a group as a whole, each child will think you are talking only to him or her.

Keep Group Time Short

This does not mean you should not have group time with one year olds. There are times when you can bring them together in a group for simple activities. Be sure to make these times *very, very short*. Five minutes is a long time to one year olds. Since pretoddlers can stare at one thing for long periods of time, flannel board stories are a good way to start group activities. Be prepared for many pretoddlers to walk or crawl away. Expect some to get bored with it. Know that some will refuse to join a group from the very start. In the middle of an activity a pretoddler may come up to you, tug on your arm, and want you to go with him. He does not care that you have four or five others sitting there listening to the flannel board story. He is not interested so he figures you should not be either. This is typical pretoddler behavior. You should not try to keep a one year old in the group if he wants to do something else. Since pretoddlers enjoy food and food experiences, snacks and meals are good group times. Arrange their high chairs in a circle so they can see one another. Pretoddlers like to "dance" to music, so dancing is good group fun, too.

Use Group Activities As A Change Of Pace

For those pretoddlers who do not need two naps a day, midmorning is usually a good time to have group activities. Most one year olds have played long enough by then so they are not too restless. A dance activity shortly after the midmorning snack adds a nice change of pace. A flannel board story is good shortly before lunch to quiet the children down. When such activities are planned before or after snacks and meals, pretoddlers experience quite a lot of group time. This is good training. It will better prepare them for playing with others their age in years to come.

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU PROTECT THE HEALTH AND SAFETY OF PRETODDLERS IN GROUP CARE SITUATIONS?

Because pretoddlers are on the move and into everything, you need to be aware of all the items in your room. Broken toys should be put away and repaired if possible. Be alert to safety hazards such as exposed electrical outlets. Chairs and boxes that can be climbed on should be watched carefully. Observe children during food times, since food often does not go into the mouth but on the floor, in the ear or up the nose. Pretoddlers cannot tell you when they have swallowed something poisonous, or put something up their noses or in their ears. All medicines and first aid supplies should be put away out of reach in a locked box. Do not leave your personal belongings where the children can get into them. Prevention of accidents and keeping the pretoddlers' surroundings safe are your responsibilities.

WHAT WOULD YOU
DO IF . . .

Robbie, who is 16 months, does not have a bottle. He sees Peggy, who is 13 months, with her bottle. He takes it from her. What do you do?

A. Tell Robbie that the bottle is Peggy's. Ask him if he wants a bottle, and get a clean one with water in it for him.

B. Tell Robbie that the bottle is Peggy's and give it back to her. Offer him a cup of water. Then take Robbie over to another area of the room and give him a toy to play with.

C. Tell Robbie that the bottle is Peggy's. Say that he is too big for a bottle now and that it is not nice to take the baby's bottle.

Answers On Bottom
Of Next Page

Cathy, who is 21 months, has been whining and rubbing the side of her head. She feels warm to you. What might be wrong with Cathy?

A. Cathy might have an earache.

B. Cathy might be tired from playing hard and need a nap.

C. Cathy might have a toothache.

Answers From Previous Page

Choice A is not a good choice. Robbie's parents may not want Robbie to get back into the bottle habit. You want to encourage the cup, not the bottle.

Choice B is a good response. You are taking Robbie's mind off the bottle. If he is thirsty he will drink the water. If not, he probably will be satisfied with a toy.

Choice C is not the best answer. You are not substituting something else for the bottle. Robbie may just be thirsty and should be offered water. If he's not thirsty, he will be satisfied with a toy. He will not understand about being too big for a bottle.

Lance is 14 months old. For the last three days you have noticed he has a diaper rash which is getting worse. His clothes seem to be dirty and have an unpleasant odor. What should you do?

A. When you change Lance, wash him with warm water and soap. Then put some lotion on his bottom.

B. Tell Lance's mother that you are concerned about his diaper rash and the odor of his clothes. Ask her to take him to the doctor.

C. Tell the director or your supervisor about Lance. Ask him or her to look at Lance.

Answers From Previous Page

Choice A probably is what is wrong. You may want to look at her ear to see if it is red or has anything in it. You should take her temperature. Even if she has no temperature, keep an eye on her. If she becomes more uncomfortable, call the parent.

Choice B is a less likely answer. Children who are tired do whine but they generally rub their eyes, not the sides of their head. Take her temperature. If she were warm from playing, she probably would be sweating, too.

Choice C is probably not the problem. When pre-toddlers are teething, they want to chew on something. They do not rub their heads.

Irene, who is 15 months, comes to the center often with a dirty bottle. The milk smells sour. Irene appears to be underweight and often is sick. What can you do?

A. Take the bottle from Irene and wash it with soap and hot water. Rinse it well and then fill it with fresh milk. Do this with all of Irene's bottles.

B. Take the bottle from Irene and show it to your supervisor. Ask the supervisor what you should do about the situation. Explain that you are concerned that Irene is sick so often.

C. Ask Irene's mother if Irene is on a special formula and if Irene has had a check-up recently. Tell the mother you really like Irene but are worried about how often she is sick.

Answers From Previous Page

Choice A is not wise. Many children are allergic to soap or to some lotions. You can wash him with warm water and dry him carefully.

Choice B is not the best response. His mother probably would resent your telling her about the odor of Lance's clothes. She is aware of his diaper rash but probably will not take him to the doctor. This action would not help the situation.

Choice C is the best solution because your director or supervisor can talk privately with Lance's mother. Lance's mother would be more willing to listen to the director or supervisor that to you. This is a sensitive issue. It is best left to a supervisory person.

Dean is 23 months old. He is playing with a small car. You notice that one of the wheels is off. One of the caregivers tells you she thinks Dean put the tiny wheel in his ear. When you look you see the wheel pushed far down in his ear. What should you do?

A. Since the wheel is not hurting Dean, wait until his mother comes. Let her handle the situation. Suggest she take him to the doctor.

B. Take a cotton swab and very gently loosen the wheel in Dean's ear. Then have him tilt his head to the side and tap lightly on his head. Then the wheel can fall out.

C. Tell your supervisor or director what happened. Have the director call Dean's mother or father.

Answers From Previous Page

Choice A is not the best response because it solves nothing. Irene's mother probably will continue to bring dirty bottles with "spoiled" milk. Irene could be on a special formula because she has a milk allergy. If this is true, regular milk in her bottle would be harmful.

Choice B is the best answer. The supervisor or director can talk to Irene's mother and take any follow-up action that is necessary. This could include requesting a visit by a community health nurse or referring the mother to a doctor.

Choice C is not a wise solution. The mother could resent what you are saying. Also, you are not dealing with the dirty bottle. Even though you are very tactful, this type of conversation is best held in private with a supervisor or director.

Answers From Previous Page

Choice A is not a good alternative because the ear needs immediate care. Dean could put his finger in his ear, pushing the wheel in farther.

Choice B is not the best choice. The cotton swab probably would push the wheel in farther. It is never wise to put anything in a child's ear.

Choice C is the best answer. A parent needs to be told what has happened immediately. Dean should see a doctor as soon as possible.

HOW DO YOU HANDLE A NUMBER OF PRETODDLERS AT ONCE?

There is a big difference between caring for one or two pretoddlers and caring for a group of five or six of them. You must be extra alert to safety hazards in the room. You should check your room each day to be sure that it is a safe place for pretoddlers. Be aware of broken toys and things dropped on the floor. Also, watch the children carefully to be sure that they are playing safely. Look for situations that could become dangerous and correct them. Pretoddlers are not very steady on their feet and trip easily. Make sure that there are no toys with sharp edges lying on the floor that the children could fall on. Keep the room area safe and watch for possible danger. These are two very important rules to follow.

WHAT WOULD YOU DO IF . . .

Louise is 22 months old. She is large for her age and seems to feel she "owns" the room and the toys in it. For the last three weeks she has caused problems. She pushes the other children down and grabs toys from them. She seems to be bored and looking for trouble. What can you do?

A. Since Louise seems sure of herself and also is large for her age, you could suggest to your supervisor that Louise be moved to the toddler room.

B. Keep a close eye on Louise. When you see her picking on the other children, say, "No, no." Take her to another area of the room.

C. Tell Louise's mother what Louise is doing. Ask her if she is having problems with Louise at home. Discuss with her mother ways of handling the situation.

Answers On Bottom
Of Next Page

Jennifer is 20 months old. Her mother says she has been using a potty chair at home. She would like you to try to get Jennifer to use the potty chair at the center. How should you handle this?

A. Tell the mother you have no potty chairs in the room and that Jennifer is too young to be moved to the toddler room. Ask her mother to continue to bring diapers.

B. Tell her mother you will take Jennifer to the toddler bathroom, which is next door. This will tell you if Jennifer is ready for toileting.

C. Tell the mother you think it is against center rules to use a potty chair. Also explain that you cannot work with Jennifer on toileting while caring for the other children at the same time.

Answers From Previous Page

Choice A is the best answer. Louise is becoming too old for pretoddlers. She needs to be with older children. It would be a good idea to move Louise to the toddler room. This would help the other pretoddlers as well as Louise.

Choice B is not a good choice. You should have tried this already and found it would not work in this situation. Louise will be happier with an older group.

Choice C is not the best idea. Louise's behavior is a problem only because she needs a different room environment. Her mother probably finds that Louise is no problem at home. In this case it is a center problem. It needs to be solved by the caregivers in the center.

The children in your pretoddler room have dumped the toy box and scattered toys all over the floor. There are two or three little ones crying. Everyone is confused and upset. What can you do?

A. Sing a clean-up song. Ask the children to help you pick up the toys. Pay special attention to the crying children to be sure they are allowed to help clean-up.

B. Pick up the toys on the floor as quickly as possible. Then gather the two or three crying children close to you and comfort them. Sing a song or do a finger play to encourage the other children to come over.

C. Gather the children around you and read a story to them. This will calm them and end the confusion.

Answers From Previous Page

Choice A is not the best choice. You could find a way to help the mother with toileting in your room.

Choice B is the best idea. You are working with the mother and in this way helping Jennifer. It will not take all that much extra time to work with Jennifer.

Choice C is not the best response. You are not sure of the center's rules. You will have an unhappy mother if she feels you do not want to help Jennifer with toileting.

Answers From Previous Page

Choice A is not the best answer. The children will not help pick up toys with all this confusion. Some need your help to stop crying.

Choice B is the best solution. You are picking up the toys quickly and comforting the crying children. You are the one who needs to keep things peaceful.

Choice C is not the best response. It is difficult to gather a large group of pretoddlers around you all at the same time. With toys all over the floor and children crying, the room is too cluttered and confused.

Here are some new situations with possible ways of handling them. Circle the answer you think is correct now that you have worked through this module. You can find out how much you have learned about your role as a caregiver in a child care center by comparing your answers with our answers (see page 146).

AS AN INFORMED CAREGIVER, WHAT WOULD YOU DO IF . . .

1. Tammy is 16 months old. She has just started to use a spoon at mealtimes. No matter how hard she tries, the food keeps falling off her spoon. At times she gets upset. How can you help Tammy most?

   A. Do not put dishes of food on her tray. Give Tammy finger foods.

   B. Feed Tammy yourself. She is not ready to feed herself just yet.

   C. Steady Tammy's hand as she raises the spoon to her mouth.

2. There has been a severe weather alert so it is not safe for the children to go outside. Eighteen-month-old Darrin is in the center of the room screaming, "Coat, coat" over and over again. What should you do?

   A. Ignore Darrin completely. He must learn to accept your decisions whether he wants to or not.

   B. Calmly say, "Darrin, I know how you feel, but no one can go outside right now." Offer him a toy to play with.

   C. Explain to Darrin about the weather alert. Tell him the man on the radio said it is not safe to be outside.

3. Twenty-month-old Andrea likes to help dress herself. Today she has been trying to put her foot in a shoe. After a couple of minutes, she wanders off, leaving both shoes behind. You say:

   A. "Andrea, please come put your shoes on."

   B. "Andrea, put your shoes away before they are lost."

   C. "Andrea, get your shoes so we can put them on your feet."

4. Sarah, age 15 months, sees you with another child at the swings. She runs up to you, tugs on your pants and points to the child you are pushing on the swing. What should you do?

   A. Tell Sarah you are busy right now. Suggest she ask another caregiver to help her swing.

   B. Help Sarah into a swing. Then take turns pushing each child - first one, then the other.

   C. Tell Sarah she will be next. Sarah needs to learn to take turns like all children.

5. Fourteen-month-old Ingrid has been walking by herself for a few weeks. She is a bit unsteady but has been making good progress. Today you see her crawling across the room on her hands and knees. How can you help Ingrid most?

   A. Help Ingrid to her feet. While holding her hand, help her walk across the room.

   B. Help Ingrid to her feet. With your arms reaching out to her, have her follow you across the room.

   C. Leave Ingrid alone. If she feels she wants to crawl across the room, then let her.

6. Sam is a year-and-a-half. You have told him to stay away from the caregiver's bookshelf several times already today. But he keeps pulling books off the shelf. You should say:

   A. "Sam, those are my books. Let's find a book over here for you."

   B. "No, no, Sam. Those are my books."

   C. "No, no, Sam." Then take the books away from him.

7. Twenty-two-month-old Luisa is new to the child care center. She seems to understand you and the other caregivers quite well. While on the swings she stands up and almost falls. You catch her just in time. What should you say to Luisa?

   A. "Luisa, you almost fell and hurt yourself. Don't stand up in the swings again. Standing is a no-no."

   B. "Luisa, you must be more careful on the swings. Next time you could fall and break your arm or something."

   C. "Luisa, if you want to swing, you will have to sit down. Only children who sit down can swing."

8. In which of the following situations should you suspect the child is having problems learning language?

   A. You have trouble understanding just about everything Jane says. Jane is 14 months old.

   B. Sandra is 21 months, is able to understand and even can say about ten words.

   C. Robert, 18 months, can say 10-15 words, but he does a lot of pointing for things he wants.

9. You and four pretoddlers are enjoying "dancing" together in front of the record player. Twenty-month-old Linda suddenly darts away to the water table. What should you do?

   A. Stay with the children who are dancing. Let Linda play at the water table if she wants.

   B. Go get Linda and bring her back to the dancing activity. Dance next to her so she does not run away again.

   C. Change the record to a different song. Then bring Linda back to the group of dancing children.

10. Which of the following is the best activity to try first with a small group of pretoddlers?

   A. Play "roll the ball."

   B. Play "Ring Around The Rosie."

   C. Have them draw "pictures" to hang on the wall.

11. Marcy is 21 months of age. She is learning to use a spoon. Lately she seems to play with her food rather than eat it. When meals are over she has left about half the food uneaten. How can you help Marcy?

   A. Help feed Marcy. She obviously is having trouble with the spoon.

   B. Help feed Marcy. Be sure foods served are ones she likes.

   C. Let Marcy continue to use her spoon. Also, serve smaller helpings.

12. Timmy is 16 months old. His mother says he is cutting some new teeth. As a result Timmy is biting and chewing everything in sight. You are concerned he may bite one of the other children. What is the best way to prevent this?

    A. Watch Timmy closely, especially when he looks like he may bite something. Give him some hard, rubber toys to bite when he needs them.

    B. Suggest to Timmy's mother that she make other child care arrangements. Once Timmy's new teeth are through, then he can return to the center.

    C. Keep Timmy away from the other children as much as possible. When he tries to bite something, say, "No, no, Timmy. You must learn not to bite."

13. One-and-a-half year old Boland wants to use the potty chair. He takes you in the bathroom where you help him pull down his pants and diapers. After sitting for several minutes, he gets up. You help him get dressed again. Both of you return to the pretoddler room. Seconds later Boland is screaming at the top of his lungs. You find he has just wet his diapers. How can you help him most?

    A. Say, "Boland, you stop that screaming right now. I cannot change you until you calm down."

    B. Say, "Boland, you should have gone potty when you were on the potty chair. Next time try harder."

    C. Take Boland and change him quickly. Tell him it was good that he tried to use the potty chair.

14. Chico is 17 months. He has been coming to the center on a regular basis for about three months. You have been his main caregiver during this time. As a result you and Chico have grown quite attached to each other. Today, Lyle, another caregiver, tells you there is an urgent phone call for you at the front desk. He offers to stay with the children until you return. As you start to leave, Chico begins to cry and reaches out for you. What should you do?

    A. Tell Chico you will be coming back. Then leave quickly to answer the phone call.

    B. Go back to Chico. Tell Lyle to take a message and you will return the call later.

    C. Pick up Chico and take him with you. Have Lyle stay with the rest of your children.

15. Susie, 14 months old, does very little talking. She usually will point to things she sees or wants. You would like to help her learn new words. How can you best do this?

    A. Do not do anything. Susie is too young to be expected to learn new words. Give her time to learn things in her own way.

    B. The next time she points, say, "Susie, I see that big truck. Is that what you want? Let's go get the truck."

    C. Pretend you have no idea of what she wants. If she wants something bad enough she will tell you herself. This is the only way she will learn new words.

16. Twenty-two-month-old Gus is very interested in his diapers, especially when they are wet or soiled. Once he was seen playing in his stools. What can you do to make sure that does not happen again?

    A. Put Gus in double diapers, then plastic pants, with a pair of long, zippered pants over that.

    B. Change Gus whenever he is wet or soiled. Be sure his diapers fit snugly and watch him closely.

    C. Begin to get Gus to use a potty chair or the toilet. He is at the age where he can learn toileting easily.

17. William is 23 months old. You see him having trouble putting on a sock. He is holding it by the toe instead of the cuff. When you try to help, he pushes you away. What should you do now?

    A. Say, "William, you will never get it on that way. If you let me help, I will show you how."

    B. Say, "William, grab the sock by the cuff. Then you will be able to put it on your foot."

    C. Do not say anything to William. However, stay close-by should he decide he needs your help after all.

18. Nineteen-month-old Mia has been put down for a nap in her crib. Before going to bed she asked for her stuffed dog. After several minutes have passed you notice her chattering to her dog and rolling around the crib. What should you do next?

    A. Say, "Mia, I'll take away your dog unless you go to sleep now."

    B. Ignore Mia. Pretend you have not noticed she is still awake.

    C. Say, "Mia, turn over now and go to sleep."

19. Robin is 15 months. Her mother is quite concerned about her daughter's thumbsucking. She has asked you to help Robin stop sucking her thumb. How should you handle this situation?

    A. Tell Robin's mother that you will try to keep Robin busy when she is at the center so she will have less time to think about her thumb.

    B. Since Robin sucks her thumb while napping, wait until she falls asleep, then gently pull her thumb from her mouth.

    C. Explain to Robin's mother that many pretoddlers suck their thumbs. Tell her there is nothing you can do to help Robin give up her thumb.

20. Jibber-jabber is:

    A. A part of normal pretoddler speech.

    B. To be discouraged among pretoddlers.

    C. Best if ignored altogether by caregivers.

OUR ANSWERS

Situation 1 C
Situation 2 B
Situation 3 C
Situation 4 B
Situation 5 C
Situation 6 A
Situation 7 C
Situation 8 B
Situation 9 A
Situation 10 A
Situation 11 C
Situation 12 A
Situation 13 C
Situation 14 A
Situation 15 B
Situation 16 B
Situation 17 C
Situation 18 B
Situation 19 A
Situation 20 A

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